Helpers in God's World

Prepared for Use with Beginners in the Vacation Church School

CLARA L. WHITE

DUPLICATE

Helpers in God's World

The Gilliams Service

LEARNING TO HELP ONE ANOTHER

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Prepared for Use with Beginners in the Vacation Church School

BY
CLARA L. WHITE

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TO MY MOTHER

A Helper in God's World

This Book Is Lovingly Dedicated

FOR THE TEACHER

Up to me sweet childhood looketh,
Heart and mind and soul awake,
Teach me of thy ways, O Father,
Teach me for sweet childhood's sake.
In their young hearts soft and tender
Guide my hand good seed to sow,
That its blossoming may praise thee;
Praise thee, wheresoe'er they go.*

* "Mother's Morning Prayer." Anonymous in "Child Life in Poetry," by John Greenleaf Whittier. Published by Houghton Mifflin Company. Used by permission.

FOREWORD

Desired Outcomes for the Course

Week 1, Lessons I to V: The consciousness of the beautiful in the everyday world; an appreciation of God's love which constantly provides good gifts; a growth in love toward him.

Week 2, Lessons VI to X: The realization that God's love for his children shows itself in providing and caring for them in their homes; a feeling of nearness to God; increasing love toward him expressing itself in the desire to be one of his helpers, especially in the area of home relationships.

Week 3, Lessons XI to XV: An appreciation of those who come as helpers to the home.

Week 4, Lessons XVI to XX: Respect and a feeling of friendliness toward people everywhere, and gratitude toward all who help.

Week 5, Lessons XXI to XXV: A feeling of responsibility, as God's helpers, for the comfort and happiness of others.

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INTRODUCTION

A prominent educator has said that all which enters into the first of life enters into all of life; and that religion is no exception to this rule. Realizing the truth of this statement, the religious leader of little children is faced with a great responsibility. It is her task to see that all that enters into the lives of the little ones in her care, so inexperienced because of their youth, is of the highest and most worth-while type. It is within her power to help in the development of Christian attitudes and character traits, and to help in laying a foundation upon which a strong religious life may be built. All that enters into the first of life is important indeed, for it may make or mar the life that follows.

One of the first requisites of good teaching is an understanding of child nature. In order to lead the little child aright, it is necessary that every leader of Beginners should know something of the outstanding characteristics of children of this age. This principle does not imply that materials are not important; but it does mean that, of the two, the child is far more important, and should constitute the teacher's first consideration. The teacher's aim then becomes the development of the child, instead of the presentation of certain materials.

Among the characteristics which must be considered by every teacher of Beginners are those which concern the physical make-up of the child. Because of the rapid growth of his body, it is important that he should be given opportunities for exercise. It is impossible for him to sit still for long periods. If opportunities for activity are not provided by the teacher, nature forces the child to take them for himself; and the child's instinctive action in this respect usually causes disturbance in the department. Then, too, the muscles of the little child's body have not yet become co-ordinated. The larger muscles of the hands, arms, and legs are developing much more rapidly than the finer muscles. This process of growth makes it difficult for the Beginners to manipulate small objects, and necessitates the use of large materials and toys with

which to work and play. The child's senses are keen at this stage of his development, causing him to respond quickly to bright colors, sounds, and objects which he may feel and investigate.

These physical characteristics explain certain limitations in the nature of the Beginner. Because of his constant urge to activity, and his lack of self-control, he is not able to give his attention to any one thing for a long period of time. This condition means that the teacher must provide short periods in her sessions for Beginners; must follow quiet periods with active periods; and must appeal to the interest of the child in a variety of ways, in order that his attention may be held.

Other characteristics for the Beginners teacher to remember concern the child's mental life. He is eager to know about things. There is so much which he does not understand that, consequently, he asks many questions, and does a great deal of investigating. The equipment of the Beginners Department should be such that a little child may investigate it thoroughly without danger to himself. It should both stimulate his thinking and satisfy his need for knowledge. Also, through stories, conversation, observation, pictures, answers to questions, and an interpretation of experiences, the teacher may help the mental development of the Beginner.

Among the tasks and the privileges of the teacher of religion, perhaps the most important is that of interpreting religiously the everyday experiences of the child. The Vacation Church School offers a particularly fine opportunity for this. During its long and consecutive sessions teacher and pupils are permitted to live together in a Christian atmosphere and to share experiences of every kind. Consequently interests of value may be developed and enriched to a degree that is impossible in the one short hour of the Sunday School session.

The spiritual needs of the little child are many. Among them is his need to know God, and to be brought, over and over again, into spiritual contact with him. As he learns to recognize God's goodness and love for little children, the child's own love toward God will grow, and his appreciation and gratitude increase. The more often he is consciously brought into God's presence, the more at home he feels there, and as the feeling of "at-homeness" develops, the child grows in willingness to share his thoughts with God through prayer.

One of the ways in which a child learns is by the repetition of impressions. This does not mean drill. It means, rather, the reiteration of an idea in a variety of ways. If, for example, the leader desires to teach the thought, "Be ye kind," she might do it through a story, a song, conversation, and pictures, all of which are about characters who are kind. These might be followed by a simple dramatization, based upon suggestions given by the group, of kind things which a Beginner could do. In this way there is repetition of thought and impression, and the truth of the verse is learned without that formal drill which soon becomes irksome to the young child.

Another way in which a child learns is by suggestion and imitation. Direct suggestion by the teacher may be necessary occasionally. However, the best suggestions come from children within the group, or from materials which in themselves prompt the children regarding possibilities for their use. Imitative play is one of the child's chief forms of activity, and through it he learns. What he learns depends upon the characters imitated by him. Hence it is easy to see that in the Church School the characters imitated in dramatization and free play must be worthy, in order that the child may be given patterns for right conduct.

Every plan made for a Church School session with Beginners should be flexible. This is necessary if the teacher is to meet the needs of the children, and to take advantage of their interests. For that reason this course is so arranged that the elements included in each lesson, as well as the individual lessons, lend themselves to a wide range of variations. The sequence may be changed whenever it seems desirable, and any material may be substituted which seems to fit in better with the needs of particular groups. Omissions, additions, and changes may be made. In fact, almost any sort of adaptation may be used by the teacher, who may prefer to build her own plan, whereby the desired outcome for the course may be easily and naturally realized within the group.

Into the building of this course in religious education has gone a consideration of the child's physical, mental, and spiritual nature. Each session as arranged in HELPERS IN GOD'S WORLD is made up of a series of short periods, with quiet and active periods alternating. The activity so essential to the normal growth of the child has been given a purpose which, if realized, will contribute to the child's religious growth. Various forms of activity have been correlated with the other phases of the program, and offer frequent

opportunities in which the child may relive the teaching which he has received.

This course is an effort to help the Beginners teacher to develop the religious life of little children. It is an attempt to relate religion and life. Its purpose is to teach religion through everyday experiences; to develop God consciousness in Beginners; to help them to recognize and feel their dependence upon the heavenly Father, and, through their love and appreciation, to grow in spiritual relationship with him.

To be sure, much of the material is to be presented in the spirit of play, but throughout early childhood play is one of the best means through which to develop Christian character. Play forms the most important part of every young child's life. It is the thing in which he is most interested and with which he is most familiar. In and through the various play activities suggested in the following pages are wholesome purposes which often prepare the way for a religious experience. Play is a means of teaching children to live together and, through their worth-while human relationships, of giving them a glimpse of the Divine.

Each session of this course is so planned that it begins with a period of activity. This is a time of freedom and informality, yet it has a definite purpose in every session. During the first few days this period should give to both teacher and pupils additional opportunity to become acquainted, and to grow in a spirit of fellowship. It necessitates coöperation, either of the group as a whole or of individuals within the group whose interests are akin, and this strengthens the relationships within the group. Often it is a period of appreciation, when through play, picture study, or conversation, the group is prepared for that which is to follow. Fellowship and appreciation are important elements in the development of Christian character, for they help to direct the thoughts of the individual from self to others. So, while this opening period is extremely informal, and its teachings indirect, it is one of the most significant periods, because of its value as a means of developing a spiritual atmosphere for the day.

Definite desired outcomes have been put forth for the course. It is hoped that the teacher will study them, and check her own teaching by them as the summer progresses. Religion is a thing which must be taught. The little child must learn to know God as a loving creator, father, protector, and friend. For this reason the child is repeatedly taken to our best source of knowledge concerning

God—the Bible. He is also taught to observe his world that he may see and feel the divine Presence in it. It is hoped that, as the child learns to know the heavenly Father, his sense of responsibility toward him will increase until he willingly becomes one of the helpers in God's world.

Worship

Like all the other phases of a child's interest, his worship response is brief, but occasions for worship are repeatedly presented through music, poetry, Bible selection, story, conversation, picture study, play, and grace at luncheon; and, through frequent repetition, it is hoped that the habit of worship may gradually be formed. The writer's experience has proved, to her satisfaction, at least, the desirability of giving a place to worship early in each session. A few moments devoted to beautiful music, prayer, and the recall of Bible verses, sets the atmosphere for the entire session. Of course the children are not to be brought in from the street and immediately plunged into even such simple worship experiences as those suggested for their use in this text. No worship would result from such a situation. However, after the children have been in school long enough to catch something of the spirit desired for them, and have been prepared through thought or action, it seems wise to gather them together to think, for a few moments, of the heavenly Father. The development of friendship with God is the chief purpose of the entire course; and it seems only fitting that each day's session shall begin with thoughts of him.

It is not at all necessary for the leader to follow any particular order, not even that presented in the lessons of this text. She may change, revise, add, and omit, in such a way as will best meet the needs of her group. It is necessary that each step of progression be an outgrowth of the preceding step. It is hoped, too, that every happy experience will lead to a worship experience. It takes only a moment for a "Thank you" after some bit of pleasure; but that moment has the power to change the occasion from an ordinary experience into one in which God's presence is recognized.

Because of the child's brief span of attention, his worship experiences are short in duration. Often they are so fleeting that the adult fails to recognize the fact that there has been an experience, but none the less an impression may have been made or a feeling created. Either of these may then be deepened through each repeti-

tion of the experience, whether through music, prayer, conversation, picture study, or story.

Formality of any kind has no rightful place in the Beginners Department, and formal services of worship are altogether out of keeping with the simple, active, responsive life of the child who participates. Worship, as suggested throughout this course, does not consist of a series of formal worship programs. It is rather a repetition of experiences through which the child is brought into the consciousness of God. By the recognition of God's loving-kindness, his care and provision for all his children, and the working of his laws, the child's appreciation of and love for God should be increased and a desire for his friendship strengthened.

Offering

No place has been given to offerings in the course here presented. Detailed plans for this part of worship have been left entirely to the teacher. Some schools include an offering as a part of each day's worship experience; others have it only occasionally throughout the summer. Whenever it is included, it should form an important part of the worship experience, and the gifts made by the children for others, as well as the money they bring, should become gifts of service and love as they are presented.

Music

One valuable and indispensable element in the education of little children is music. Music is said to be the language of the soul; hence it rightfully has a place of prominence in any program of religious education. Particularly is this true of every program dealing with the religious education of little children.

While a period has been provided in each session for music instruction and appreciation, this does not mean that the enjoyment of music must be confined to any stated time in the program. The ideal time for its use is when the spirit of the group seems to call for it.

If the conversation has centered about flowers, "To a Wild Rose," by MacDowell, or a similar selection, might be played on the piano for the children's enjoyment and appreciation. Or if the children have had an especially happy experience, why not turn it into one of worship or praise by singing either a prayer hymn or a song of praise?

In a practical sense, music has a unique contribution to make.

If used wisely its effect upon the children seems almost magical. Not only can it set the atmosphere for worship but, used at the proper moment, it often prevents disaster. Noisy, restless children may be calmed by a lullaby played softly and with expression; while a dull, unresponsive group may be enlivened by a quick, cheerful selection. But perhaps the greatest of all reasons for music in religious education is that it provides a means of expression for the feelings and thoughts of inexperienced little children toward their heavenly Father.

In the music section of the Supplement will be found instrumental and song selections for various uses throughout the summer. The instrumental selections include appropriate numbers for worship, appreciation, rest, and rhythms. If others are desired, a very good collection may be found in "Instrumental Music for School Worship," by Edward Shippen Barnes, published by the Presbyterian Board of Christian Education, Philadelphia, Pennsylvania. Do not attempt to teach all the songs that are given in the music section. Enough have been included to permit the leader to choose those which best fit her situation. Some of them will already be familiar to the children and so will help during the first few sessions to create a feeling of ease in the new school environment. It is always better not to crowd the children with too much new material.

Missionary Education

Missionary education is of great importance in the religious training of the little child. It not only gives him knowledge concerning other peoples, through pictures, stories, and songs, but it also helps him to develop a spirit of friendliness for the children of the entire world. The Beginner does not think in terms of national or foreign missions. Everything which contributes to an interest and liking for other children, near and far, contributes to the establishment of attitudes of world friendship. Children everywhere have interests and needs in common through which a bond of friendly feeling may be developed. It is against this background of common interests and experiences that children of every land should be presented to one another.

In the smallest child, through picture and story, an attitude of friendship for all races may be easily and naturally established, protecting him from an unkind or unpleasant experience which might create a prejudice hard to overcome in later life. The reading of "Kembo," and the subsequent talk about colored children who

live in the United States as well as in Africa, helped a little boy of five years old through a new experience. He had never seen a Negro, until, on one occasion, he met one unexpectedly. The boy was a little startled, but asked, finally, "Are you Kembo's father?" The pleasant association had won out. He had enjoyed the story of little Kembo and looked upon her as a friend.

It will serve to make friendship between children of all races more natural if some of the pictures used with the lessons are of the children of other nations planting gardens, helping their parents, helping younger children, playing games, and undertaking other childhood enterprises. This is a simple, unaffected way of helping the children to realize that God has little helpers of all colors in the world.

Teachers may well bear in mind that it is often possible even for Beginners to have friendly contacts with children of other races right in their communities. In Texas wholesome attitudes are being built up in many border-line towns where children of American church groups are learning to know and to exchange expressions of friendliness on equal terms with the Mexican children who live in their communities. An example is the House of Neighborly Services, under the auspices of the Presbyterian Board of National Missions at San Antonio, Texas, which has a kindergarten for about seventy Mexican children. One of the Beginners leaders in a local church planned to take some of her children to the other kindergarten, carrying with them some simple gifts which they had made for the Mexican kindergarten. Little children have absolutely no consciousness of racial differences until they acquire them from parents, leaders, or older children. Thus their early friendly contact in a play form may be of real value.

Every response to a need of another; every treasure or happy experience shared; every thought or deed that leads the child away from himself toward those whom he may help adds to the development of the spirit of friendliness and service. The summer will not be complete without participation in at least one such project. It may be the provision of toys or picture books for children near or far away, or it may be a party given for a near-by group from a settlement house or orphanage. Whatever the project, each Beginner should be given an opportunity to enter fully into the plans, and to carry a share of the responsibility.

Some missionary material has been included in the Supplement. (See page 168.) The stories "Ah Fu" and "Kembo," which may

be secured from denominational bookstores or mission boards, are simple and short enough to read aloud. For other missionary material write to the Board of National Missions, or the Board of Foreign Missions, 156 Fifth Avenue, New York City.

Memory Verses

In the Supplement will be found a list of memory verses suitable for use with Helpers in God's World, from which selections may be made. It is neither necessary nor desirable that a new verse should be learned each day.

Choose only a few appropriate verses and use them frequently, but not in the form of drill. A number of these verses have been woven in throughout the course. Others may be added in similar ways, or substituted for those which have been included.

Stories

For many of the sessions two stories have been provided. Not all of these will be new to the children, for many of the children may already have heard some of them in Sunday School. The Vacation Church School session, from two to two and a half hours in length, permits time occasionally for two story periods when this seems desirable. Children will delight in the frequent repetition of their favorite stories and, if given an opportunity, will enjoy telling the stories to the group.

This course may easily be regarded as a story course, for it is true that much of the teaching and main thought of the activities center about the stories. While it is essential that pleasure shall result from their use, and that the spirit of the group shall be strengthened by happy experiences together, pleasure is not the only purpose in the telling of these stories. Other purposes which, if realized, make for Christian character are: to set standards for Christian conduct which may be imitated safely by the child; to inspire love and appreciation for both God and the people in God's world; to begin the development of willingness to serve through participation in acts of helpfulness; and, most important of all, to lead the little child closer to God by helping him to recognize God's wonders and his care and to grow in consciousness of the divine Presence in our lives.

Every precaution should be taken to guard the story period from unnecessary disturbance from the outside. The children themselves usually cause quite enough interruptions, but they are of a

minor nature and can be quickly overcome. If, however, the attention of the group is really lost because of the ill-timed entrance of a visitor, it is generally difficult to bring it back to the former degree of interest. Also, an interruption may cause the group to lose the point of the story entirely. Many interruptions from without the department may be avoided by having an assistant at the door to request those who wish to enter to wait until the story-telling is over. Or a sign might be used on which the following words are printed:

Story Period
Please Do Not Enter

If the above-mentioned device is used, the sign should be removed as soon as the story period is over. The aim is not to discourage visitation, but to make those who come conscious of the fact that there is a right and a wrong time for entrance.

Pictures

If the leader does not have a collection of pictures at her disposal, it is imperative that she should begin at once to make such a collection. Pictures are called for frequently throughout the course to aid in giving clear ideas to the children and to help them to build ideals. They may be secured from many sources, including magazines, and should be mounted on substantial mounts of construction paper, or cardboard, in harmonizing colors, before they are hung on the picture screen or wire provided for them. Pictures by Jessie Willcox Smith are particularly appropriate for use with Beginners. Other picture sources are:

Perry Pictures Company, Malden, Massachusetts.
New York Sunday School Commission, 416 Lafayette Street, New York City.
National Child Welfare Association, 70 Fifth Avenue, New York City.
The various denominational boards. The Presbyterian Boards are:
The Board of National Missions, 156 Fifth Avenue, New York City.
The Board of Foreign Missions, 156 Fifth Avenue, New York City.

Dramatic Play

Frequent use of dramatic play not only helps children to a better understanding of the truths expressed in the story dramatized, but

also helps them to learn through the experiences of others. They become for the time being the characters that they imitate. It is necessary, therefore, that the stories chosen for dramatization be those wherein the right is victorious. Little children are ever eager for approval, and will endeavor to develop for themselves the characteristics that win commendation. This imitation also helps them in the growth of interest and sympathetic understanding for others and of coöperation with the group. Hence dramatization provides a valuable outlet for activity, for it gives purpose to the activity that is so essential to young children, and aids in the building of Christian character.

Games and Rhythms

Games and rhythms are "tension breakers." They help to release the excess energy stored up in periods of quiet. Either one or the other should be used when the children become restless and feel the need of strenuous activity.

Several piano selections, suitable for rhythms, may be found in the Supplement. Other selections may be added at the direction of the leader, or as need for them arises.

Each sunny day should provide a period for outdoor play. Children need this bit of activity in the fresh air for their health's sake, and in order that they may learn to live and play together. Beginners are still in the period of individualism, and it will be impossible, therefore, for them to play organized games. Simple group games, in which everyone can be active, are better adapted to their use. A list of suitable games will be found in the Supplement on page 165.

Rest

As children are easily fatigued, it is necessary that a period be given for rest and relaxation. If rugs or heavy wrapping paper can be supplied, the children should stretch out on the floor. Otherwise, they may sit in comfortable positions in chairs which have been placed about the room, or at tables. Absolute quiet should be expected during the brief rest period. Quiet music on the piano will help the children to relax and maintain quiet.

Luncheon Period

Every lunch period, no matter how simple, should provide another opportunity for worship, as the children sing or say their

"Thank you" for God's gift of food. A simple prayer may be said in unison; or the children may take turns in expressing their thanks in their own words.

Handwork

Handwork should not be used as an end in itself, but should have a purpose. Many purposes have been included in the suggestions given for this course; for instance: to beautify the room in which the children are to work and play during the summer; to share with others; to give pleasure; to strengthen coöperation; to learn through the expression of ideas. Handwork not only helps the child's social development; it gives him an outlet for his desire to create and to use his initiative, helps the teacher to create an atmosphere of happiness, and enables her to check on the impressions made upon the children.

Models should be used sparingly, and as suggestions only—never as patterns—with little children. The tracing of patterns demands muscle control beyond the power of Beginners, and it is not conducive to creative thinking. The few patterns that are included in this material are meant only as suggestions. The children are to make their own models.

Each day's session has been made purposely rich and full in content in order to permit choice. The great majority of leaders in Vacation Church Schools appreciate supplemental suggestions which aid them in shaping their own program. This seems preferable to the working out of one single program, however excellent, to which all leaders in all situations might feel themselves confined. A teacher of experience will find this course of value only as it gives suggestions, and supplements the plans which she is able to make for her own group. It is hoped that a real contribution will be made to those eager to help in leading little children who may hesitate about taking up such a work because of a lack of complete training.

As the summer's work is begun may each teacher enter into it with a consecrated purpose to do the best that is within her. May each day open with a prayer for herself and the children she leads. And may the close of the summer bring the satisfaction of a task well done, together with the feeling that it is indeed a privilege to be a helper in God's world.

UNIT I
GOD'S OUT-OF-DOOR HELPERS

LESSON I

TWO LITTLE GARDENERS AT WORK IN GOD'S WORLD

SCRIPTURE REFERENCES:
For the Teacher: Eccl. 3:1, 2b; Jer. 29:5b.
For the Children: Eccl. 3:11a.

OBJECTIVE FOR THE LESSON: To deepen the child's love and appreciation for the world and the beauty which God has made; to create within the child a desire to do his part as God's helper in making the world an attractive place in which to live.

MATERIAL: Pictures; flower boxes or pots; earth; seeds; sprinkling cans or small receptacles for carrying water; small, flat sticks; paper; scissors; crayons; magazine pictures, or other pictures, of flowers.

For out-of-door play: balls or bean bags.

For lunch period: paper cups and paper napkins. (If cut in quarters, the napkins may be used as doilies on which to place crackers and cups.)

ELEMENTS OF THE PROGRAM:

Greeting
Excursion
Songs
Prayer
Story: "Jesus and the Lilies"
Picture Study
Informal Conversation
Play: Dramatization of Planting a Garden
Story: "Two Little Gardeners at Work in God's World"
Out-of-Door Play
Rest Period
Lunch
Planting Window Boxes or Flowerpots
Music Period
Suggested Activities

Procedure

Before attempting to plan any program for a Beginners session in the Vacation Church School, teachers and superintendents should read carefully the Introduction to this manual as well as the De-

sired Outcomes for the Course, listed week by week, on page 9. Both these sections contain fundamental material which plays an important part in the shaping of this course. This does not mean that any leader, having read them, may not make such adaptations as seem wise; it does mean that a leader cannot truly evaluate the plan and purpose of the book, nor gauge in any satisfactory fashion just how it aids in working out a desired goal, without first reading the goals and the explanation of the factors involved in using these with four- and five-year-old children. Hence the emphasis laid, right here at the beginning of the first Procedure, upon the necessity for careful reading of the Desired Outcomes, which give the purpose of the course, and of the Introduction, which explains the factors involved and how these are made use of in the religious training of little children by means of the programs offered throughout this text.

As attendance at the Vacation Church School may be the first real experience away from mother and home for some of the little Beginners, it is important that great care be given to the preparation which precedes their coming. Much of the success of the summer depends upon the impression created during this first session. It is important that the teacher win the children's confidence from the beginning; and in order to do this, the whole atmosphere which surrounds them must be so friendly and homelike that they will become at ease physically and mentally, and soon overcome any shyness they may at first feel. To help the teacher in creating this informal atmosphere many of the elements of these programs, especially those which begin the sessions, are given in the spirit of play. This does not mean that they are not religious in purpose. On the contrary, the religious or spiritual is woven in and through the entire program. (See Introduction, page 13.)

Plan from the very beginning to give the children the happiest experience they have ever had as they work and play together in God's house, and grow as helpers in his world. Make the room as inviting as possible. If you know any of the children who are to be in your group let them help you to prepare the room for the others. They might bring and arrange bouquets of flowers, hang colored pictures on the walls, and place toys and picture books in convenient places. The assistant, too, should have a part in the preparations, so that she may, from the beginning, feel herself of value in sharing responsibility.

As the children enter the rooms on the first morning try to greet each one. Watch for those who are extremely shy. Do not permit

the timid ones to sit alone in a corner, but put them in the care of some of the older and more friendly children. Help the older ones to feel that it is a privilege to make the little ones happy. Suggest that they share their toys with the newcomers, show them picture books, or point out to them certain materials forming the equipment of the room.

After an informal period, in which the teacher and the pupils have an opportunity to become acquainted, suggest that all go for a walk. Here, again, the older children may share the responsibility of caring for the younger ones. Make it a point in this excursion to walk where children will be permitted to see growing things. As you walk, talk to the children of the trees, the grass, and the flowers. Bring out the truth that indeed "he hath made everything beautiful in its time," calling attention to the loveliness of summer time. Stop to admire any bit of beauty you may see. If you are fortunate enough to have a friend living near the Church School who has a garden, arrange to take the children there; or if the Church has flower gardens surrounding it, spend the time admiring these gardens. If you live in a section that is built up too closely to allow the cultivation of the beauties of nature, and the parks are too far away, have pictures of gardens and parks with their beautiful trees and flowers, and plan for a picture walk. Include, also, pictures of children enjoying such things. (Jessie Willcox Smith has a number of nature pictures which include in them children at work or at play.) A growing plant or two would be of value and, with the pictures, would give the children pleasure and interest.

When you return from your walk or picture study, the children will be in a mood to enter into a brief worship experience.

Quiet Music: Choose worshipful music. (For suggestions see Supplement, page 183.)

Song: Sing something the children know. A familiar song of praise, such as "Praise Him, Praise Him" [1] or "Can a Little Child Like Me" (see Supplement, pages 191, 193), would be fitting at this time, providing the children already know and have used the song, perhaps in Sunday School.

Prayer: We have had a happy time looking at the beautiful flowers and trees, and the soft, green grass. Would you like to tell the heavenly Father how much you enjoyed them? What would you

[1] The refrain "God is Love" may be substituted throughout this hymn, as having more definite meaning for the children.

like to say? (Give a short and simple prayer which embodies the ideas given by the children.)

Story Approach: God, our heavenly Father, is good to cause so many beautiful things to grow. We have some of these beautiful things right here in our room. Do you know what they are, Marjorie? Yes, they are the flowers. Would you like to carry the bouquet around, David, so that every child may smell the flowers? They smell like sweet perfume, do they not?

When Jesus lived on earth he loved the flowers, and the trees, and all the beautiful things that grow. I am sure that he liked to walk about and look at them as we did to-day. And the flowers helped Jesus to know of the heavenly Father's love. Shall I tell you a story about Jesus and the flowers?

Story: Jesus and the Lilies.

Long, long ago, when Jesus lived on earth, he went about talking with people and helping them. He told them things that made them glad. He told them things that made them know that the heavenly Father loved them.

One day as Jesus was walking through a field with some of his friends, he saw some lilies. They were beautiful lilies. They were tall and straight, and oh, so sweet! Jesus stopped to look at them. They made him think of the heavenly Father and his loving care.

"Think of these lilies, how they grow," said Jesus to his friends. "They do not work. And yet, see how beautifully they are dressed! They look more beautiful than kings in their fine robes! The heavenly Father is good to them. He knows what these flowers need and he cares for them. But even more than he cares for the lilies, he loves us and he cares for us."

Picture Study: If possible, have a picture of Jesus and the lilies, borrowed, perhaps, from the Sunday School equipment. If such a picture is not available, select a picture of a little child or of children caring for plants. Let the children look at it and talk about it. During the conversation ask them what they think boys and girls can do to help in taking care of beautiful plants and flowers.

Conversation (such as might take place between teacher and pupils):

Teacher: Have you ever seen a plant when it first came through the ground? What does it look like?

Ruth: It is green.

Teacher: Yes, it is green, and at first it looks like tiny blades of grass. Do you know what happens to the tiny green blades, Billy?

Billy: They grow.

Teacher: Yes, they grow taller and taller, and soon they are leaves. Then they grow bigger and bigger, and soon they are buds. And by and by there are—can you guess?

Children: Flowers.

Teacher: That is right. I thought you would guess. But what must we put into the ground before we can have any beautiful plants? Can you tell me, Robert?

Robert: Seeds.

Tommy: My daddy and I planted some seeds the other day.

Teacher: Then you must be getting ready to have a garden. What is it that will help your seeds to grow? (Through questions and suggestions lead the children to think of the things which aid the growth of plants. Stress the fact that the sun and rain have been provided by the kind heavenly Father who knows the needs of every living thing.)

Would you like to play that you are little seeds growing in a garden? You will have to be very tiny at first. Then you will grow taller and taller, and bigger and bigger until you are beautiful flowers.

Dramatic Play: Let the children pretend to be growing plants, taking turns at being gardeners and plants. Part of the play will be planting the seeds, watering them, weeding the gardens, and digging up the hard earth about the roots of the plants. The "growing plants" will spend considerable time, of course, in just growing. Let the children pretending to be plants crouch down in their earth beds where they have been planted, and there begin to grow taller and taller, until at last they stand at full height with their "branches" spread out to the sun. Let the plants sway in the breeze, nodding their heads and acting in every way as well-cared-for flowers do.

Repeat the dramatization. The second time have a gardener who pretends to plant the seeds and cover them with earth. A group of two or three children may be the raindrops, tapping with the tips of their fingers on the chairs to imitate the sound of the rain, and lightly touching the little seeds. Another child may represent the sun. With outstretched arms he pretends to shine on the seeds. Then the seeds begin to grow. Continue as in the first dramatization.

Teacher: I know a story about two little children who liked flowers, too. Shall I tell you about them?

STORY: Two Little Gardeners at Work in God's World.

Mr. Bradley was very busy. The twins, Kenneth and Shirley, watched him from their own side of the fence. They lived next door.

"Dig, dig, dig," went Mr. Bradley's shovel, as he dug great holes in the hard, brown earth.

"Chop, chop, chop," went Mr. Bradley's hoe, as he broke up the great lumps of brown earth which his busy shovel had overturned.

"Rake, rake, rake," went Mr. Bradley's rake, as he smoothed the brown earth into a soft, beautiful bed.

The twins looked at each other in surprise. Then they turned again to Mr. Bradley who was making strange lines in the smooth, brown earth.

"What are you doing, Mr. Bradley?" called Kenneth. "We have been watching you for the longest time!"

"Well, well," laughed Mr. Bradley. "I did not know that four bright eyes were watching. Won't you and Shirley come over into my garden?"

"Garden!" cried Kenneth.

"Garden!" echoed Shirley.

"Yes, indeed," replied Mr. Bradley. "This is my garden. See, here is the soft, brown earth bed. Here is the little furrow where I plant the seeds. You may help me to cover them all snug and warm."

"And then what will happen?" asked Kenneth, as he and Shirley sprinkled a covering of soft, brown earth over the tiny seeds.

"And then," said Mr. Bradley, "some of God's helpers will come and they and I will work each day in this garden. Soon the seeds will wake up. Soon they will begin to grow. Soon they will send out beautiful flowers. Soon this part of the world will be a more beautiful place in which to live because of my flowers."

"Who are the helpers that will come?" asked Kenneth.

But Mr. Bradley only looked very wise. "Wait and see," he said.

"I wish we might have a garden," sighed Kenneth.

"Well," said Mr. Bradley, "why don't you make one?"

So Kenneth and Shirley said, "Good-by," to Mr. Bradley and ran to ask their mother about it.

"Please, mother, do say we may have a garden," coaxed Kenneth.

"Please, mother, we want a garden where beautiful flowers will grow," pleaded Shirley.

So it happened that not long afterwards, Mr. Bradley looked over the fence on his side and saw two little gardeners hard at work.

"Dig, dig, dig," went Kenneth's little shovel, breaking up the great lumps of earth that his daddy's big shovel had made the night before.

"Chop, chop, chop," went Shirley's little hoe, as it tried to keep up with Kenneth's busy shovel.

"Rake, rake, rake," went two rakes, making the earth smooth and soft for the seeds.

"What are you doing?" called Mr. Bradley from the fence where he watched.

"We are planting a garden," cried Kenneth proudly, as he drew a fine, straight line with a stick.

"We are helpers," repeated Shirley, carefully dropping tiny baby seeds into the little, brown furrow that Kenneth's stick had made.

"Well, well, well!" cried Mr. Bradley. "I think this corner of our world is going to be very beautiful indeed this summer."

"And do you think God's helpers will come to work with us in the garden?" asked Kenneth anxiously, as he helped Shirley to cover the seeds with brown earth.

"I know they will," answered Mr. Bradley softly.

"Who are his helpers?" demanded Shirley, reaching for her little watering pot.

Mr. Bradley looked up at the sun and smiled. But he would not tell. "Wait and see," he said.

Poem (repeat to the children):

Wonderful

I use my little hoe and spade
To plant the seed that God has made.
He sends the sunshine and the rain
The seed becomes a plant again,
With root and stem and leaves complete,
A blossom that is very sweet.
All this from just one tiny seed!
Our God is wonderful indeed!*

Out-of-Door Play: This may be a period of free play when each child is permitted to follow his own play interests, or it may be a time for simple group games. For play suggestions see page 165.

Rest Period: By this time the children will need a period of rest and relaxation. If it is possible to have rugs, or heavy wrapping paper, on which to lie, let them stretch out on the floor. If not, let them sit in comfortable positions. Be sure that the children are not crowded. A space between the chairs will avoid any danger of interference from one another. Have the pianist play a soft lullaby while the children rest; or sing to them softly.

Luncheon Period: A small glass of milk and graham crackers served to each one will refresh the children. Have an assistant prepare this while the children are out of doors.

Teacher: Before we begin to drink our milk and eat our crackers, I think we should say something to the heavenly Father, don't you? What shall we say?

* Elizabeth Cushing Taylor, in the "Mayflower." Copyright, The Pilgrim Press. Used by permission.

Edward: We always say, "Thank you," at home.

Teacher: That is what I was thinking we might say here. Would you like to say, "Thank you," for us, Edward?

(If the children do not respond quickly and willingly, the teacher may say the prayer. The following is appropriate and may be given by the teacher, or repeated, a line at a time, by the children:

"God is great, and God is good;
And we thank him for this food." Amen.

(For other prayer suggestions, see page 164.)

Planting Window Boxes or Flowerpots:

Teacher: How many of you like our flowers? Would you like to have some growing right here in your room? We might be little gardeners like Kenneth and Shirley in the story I told you. Over there on the table are some boxes (or flowerpots) with earth all ready to have seeds planted in them. (If space is available an outdoor garden may be made. Let each child plant a few seeds and water his own garden. Mark each seed plot, whether out of doors or in the window box, with a stick on which is printed the name of the child who planted the seeds. It might be well to have a few blossoming plants, such as pansies or English daisies, set out as well as having seeds planted. The flowers from these plants may be used for teaching purposes and later for gift-making. For further detailed suggestions, see page 159.)

Song: "How Flowers Grow." (For music see Supplement, page 187.) Have children gather around piano to learn a new song.

Teacher: We have been talking about flowers and the way they grow. We have planted some, too, and we are going to watch them as they grow. I will sing a song for you about the way flowers grow (sing softly, "How Flowers Grow"):

"First a seed so tiny,
Hidden from the sight;
Then two pretty leaflets
Struggling toward the light."

Teacher: That is what we talked about just a little while ago. I'll sing the words for you again. Perhaps you will like them so well you will want to learn them. (Repeat first stanza. Then let the children hum while you sing. Repeat once more, letting those who think that they know the words sing them with you. Do not drill.)

Song: One that the children choose.

Dismissal.

Additional Suggestions

1. Cutting: Let the children cut pictures of flowers from magazines, to be pasted at another time into scrapbooks.
2. Drawing: Those who desire may draw with crayons.
3. Sand Table: Perhaps some of the children would like to do a little imaginary gardening in the sand.
4. Free Activity: Some of the children will enjoy looking at the pictures about the room, looking at the picture books, or playing with the toys.

Checking on Lesson Objective

After the teaching of each lesson, teachers will feel the need of frequently going back over the work of the session in order to satisfy themselves that progress in the light of desired outcomes and lesson objectives has been made. The statement of the desired outcome for the week, and for the objective for any particular lesson, must needs be of a rather general character. In checking, however, the teacher can only evaluate progress in the terms of pupil responses. It is also necessary to bear in mind that little children express their thoughts in nearly every other way before they do so in words. Facial expressions; spontaneous expressions of delight, of thoughtfulness, and of eagerness to do are all indicators by which the teacher may read the results of her teaching.

If, to-day, the children have joined eagerly in songs and in prayers of thanksgiving; if they have shown delight in flowers, grass, birds, and trees; and if, perhaps, the love for God has been expressed because "he gives us so many things," then the teacher may truly feel that the children are realizing, in some degree at least, the desired outcome toward which she is working.

LESSON II

THE GARDEN HAS A VISITOR

Scripture References:
For the Teacher: Isa. 55: 10; Prov. 25: 23.
For the Children: Isa. 30: 23a; Ps. 147: 7a, 8.

Objective for the Lesson: The realization that God is good in providing for the needs of every living thing; to help children to think of rainy days with something other than disappointment.

Materials: Mounted pictures for study and conversation; Bible; glass bottles or jars; pictures of flowers cut from magazines, or flower seals; shellac; enamel paint; large-sized paintbrushes; construction paper; Manila paper; crayons; paste; scissors; string.

Procedure

The effectiveness of this lesson will be greatly increased if it is used on a rainy day. Indeed, the whole plan given here may be put away for a rainy day, and either Lesson III or Lesson IV substituted. It is highly desirable to change the order of the plans suggested for this week in order to meet the conditions of the weather.

Have about the room several pictures which show children or animals enjoying the rain. As the children arrive with their umbrellas, rubbers, and raincoats, talk to them about the rain and some of the things it does—washes the streets; provides water for thirsty animals, plants, and children; forms little brooks.

Permit the children to have a free period at the beginning of the session when they may play together, and look at the pictures and at the window boxes or plants in pots which were planted yesterday. Let the children talk with the teacher of these and other matters. In this way all become better acquainted and the atmosphere becomes conducive to coöperation. Do not prolong this period beyond a few minutes while the children are still strange with one another and with their environment. At the end of the period, have the chil-

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dren help to put their plants out in the rain if it is possible, or to water them if they cannot be placed in the rain. Then request the children to sit in a group.

QUIET MUSIC (for suggestions see pages 194, 197, and 199).

SONG: One that is familiar to the children.

TALK (*holding Bible*): Do you know the name of this Book which I have in my hand? It is the Bible. Sometimes we call it the Word of God, or God's Book, because in it are many things which help us to know about God. There are some words in God's Book which I want to read to you (read Isa. 30 :23): "And he will give the rain for thy seed." Who do you think it is that gives the rain? Yes, God our heavenly Father gives it. God gives us many gifts and the rain is one of them. Why do you think it is one of God's good gifts? (Through questions and suggestions encourage the children to think and talk of some of the many uses of the water which comes to us as rain. Help them to think, too, of some of the things which might happen if we did not occasionally have rain.)

Because the rain does so many things for the plants, the animals, and us, it is a real helper, is it not? I think we should thank the heavenly Father for it. Let us close our eyes and bow our heads and say, "Thank you."

PRAYER: Dear heavenly Father, we thank thee for the rain that helps every living thing to grow. Amen.

SONG: I know a song about the rain. Would you like to hear it? (Sing "Raindrops," from "Songs for the Little Child," by Clara Belle Baker, to the children, but do not try to teach the song.)

In the Bible, too, there is a beautiful song about the rain. This is what it says:

> "Sing unto the Lord . . .
> . . . . . .
> Who covereth the heavens with clouds,
> Who prepareth [maketh] rain for the earth,
> Who maketh grass to grow upon the mountains."

Can you show me with your fingers the way the rain comes down "pitter-pat, pitter-pat"? (Let the children imitate the falling of the rain. They can tap with their finger tips upon their chairs or the floor to make the sound more realistic.) Perhaps you would

like to play you are the rain while I sing the song once more. (Repeat either the song or the verse, if you have explained the words "covereth" and "preparcth," while the children imitate the sound of the rain.)

Conversation: Who likes the rain? (Give the children an opportunity to tell their reasons for liking the rain. If any of the Beginners express a dislike for it, try to learn the cause. Naturally, they will dislike it if they see in it only a hindrance to their play. This lesson ought to help to overcome such an attitude. Repeat at this time the first stanza of the poem, "Who Likes the Rain?" If time permits the use of more than one stanza, the entire poem may be found in the Supplement, page 161):

Who Likes the Rain?

"I," said the duck, "I call it fun,
For I have my little red rubbers on,
They make a cunning three-toed track
In the soft, cool mud; quack, quack!"

Little ducks are happy to have it rain, are they not? What do they say? How do you think the ducks walk when they are out in the rain? Would you like to play that you are ducks? (A good representation of the duck walk is obtained by placing the hands on the hips, bending the knees as far as possible, and taking small steps while in this stooped position. This is fun for the children, and it is also good exercise if not carried on too long at a time. This activity might be accompanied to advantage by a slow march rhythm on the piano.) (For the dramatization of the various characters of the poem see the Supplement, page 161.)

Story: The Garden Has a Visitor.

"Pitter-pat, pitter-pat, splash, splash!" It sounded like hundreds of tiny fairy feet dancing on the roof.

"Pitter-pat, pitter-pat, splash, splash!" It sounded like hundreds of fairy fingers tapping on the windowpane.

Kenneth and Shirley stood with their faces pressed against the window, watching the big drops fall. If they had not been as much as five years old, they might have cried.

"O dear! O dear!" sighed Kenneth. "We wanted to work in the garden to-day, but now we must stay in the house."

"O dear! O dear!" echoed Shirley. "Why does the rain come just when we wanted to work in our gardens?"

Just then there came a great knock at the back door. The twins

jumped. Then Kenneth ran to open the door. There stood their neighbor, Mr. Bradley, all wrapped up from his head to his feet in a great raincoat.

"Oh, Mr. Bradley," cried Kenneth. "Did you come because you cannot work in your garden either? Isn't it too bad that it is raining to-day?"

"Too bad!" exclaimed Mr. Bradley. "Why, I am so glad I don't know what to do."

"Glad?" asked Kenneth.

"Because it is raining?" asked Shirley.

"Very, very glad, indeed," answered Mr. Bradley, taking off his raincoat and nodding and smiling at mother who had just come in. "I shall not have to work in my garden to-day; for our gardens have other helpers."

"Helpers?" repeated the twins, running to the window and looking out. "Why, where are they? They must not stay out in all this rain."

Mr. Bradley laughed. "Well, well, well," he said at last. "These visitors had better stay outside. They have work which they could not possibly do in the house. In fact," he added with a twinkle in his eye, "I am afraid these garden visitors would make work instead of helping should they find their way into the house."

The twins looked puzzled. Mr. Bradley was laughing and rubbing his hands before the fire, and mother was smiling, too.

"Your garden visitors make very good garden helpers," she declared, "but I do hope they will not try to come in."

For a moment no one said anything. Mr. Bradley and mother just looked at one another and smiled. Kenneth and Shirley looked out of the window into the garden. All at once, Kenneth began to laugh, too.

"I know who the garden visitors are, now, Mr. Bradley," laughed Kenneth. "I know why mother doesn't want them to come into our house, too."

"I know," Shirley almost shouted. "I've guessed it, too. The raindrops are the garden visitors. No wonder mother didn't want them to come in!" And Shirley laughed, also.

"Mr. Bradley, is the rain one of God's helpers which you said would come to help us in the garden?" asked Kenneth.

Mr. Bradley nodded, to say, "Yes." He sat down in the big chair. Then he drew a twin up on each knee. "God needs many kinds of helpers, you know," he said, "and the rain is one of his very best helpers. If the rain did not come, soon all the plants in our gardens would dry up. Plants and people alike need God's helper, the rain. Even the birds and the animals could not get along without the cool water to drink which the rain gives to all. God knows just what his children and his world need, and so we have rain. God is our heavenly Father who loves us and cares for us all in many ways."

"Pitter-pat, pitter-pat, splash, splash," sang the raindrops as they hurried down to the gardens and gave each thirsty plant a drink.

"I am glad the rain came to-day," said Shirley.

"I am glad, too," said Kenneth. "And I guess the flowers are happiest of all."

And the flowers were.

VERSE: Isa. 30 : 23a. Talk about this verse after reading it from the Bible. Do not drill. Use it in connection with suggestions for play.

DRAMATIZATION: 1. Making a garden.
2. Making the raindrops.
3. The work of the raindrops for growing flowers, using the verse, Isa. 30 : 23a, as a reminder and a motive for the play. Repeat the play, "Who Likes the Rain?"

PLAY PERIOD: Indoor and outdoor play suggestions are given on pages 165 and 166.

REST PERIOD.

LUNCHEON PERIOD.

ACTIVITIES: 1. The flowers planted during the first session should receive attention from the children if they have not already been cared for during the opening period. Before planning other activities for the day review the aim for this week and also the aims for the first and second days. It will be impossible to bring to the consciousness of children the beauties of the everyday world, to deepen their love for them, and to help them realize the goodness of God in providing them, if the children do not spend these summer sessions in an environment that is as beautiful as human hands and means can make it. Herein, too, lies a valuable opportunity for service on the part of the children, for every child can help by contributing something to add to the attractiveness of the room. Those who have flowers at home should be encouraged to bring bouquets for all to enjoy. Get the children to suggest other ways in which they may help, and make use of as many of their suggestions as possible.

2. One contribution the children can make is to provide vases for the bouquets which you should have in the room each day. Bottles and jars of good shape can be made very pretty by pasting on them colored flowers cut from old magazines and then shellacking over the pictures, or by painting the outside of the bottle or jar with enamel paint, applied freely. Either form of decoration will prove fascinating to the children. If all this work is done at tables over which several layers of newspapers have been placed, the teacher need have no fear that harm will be done to the furniture. Newspapers also make satisfactory aprons for painting. Neck and armholes may

be cut out, and the apron fastened about each little painter so as completely to cover the clothes.

3. Another means of beautifying the room is by preparing attractive pictures to hang about the walls or paste to the windowpane. Permit those children who handle scissors fairly well to cut colored pictures from magazine covers, while others mount them on gray or tan construction paper. When they are dry, allow the children to place them on the walls.

4. Large birds cut from colored construction paper, or cut from Manila paper and then colored with crayons, will help to add to the cheerfulness if they are hung about the room by means of string fastened to the back of each. They will be colorful and the string will permit them to move if there is a breeze. (See Supplement, page 171.)

5. Paper flowers may be made in a similar way, or the children may tear them from paper. The flowers are suitable either to paste in the window or to place on the walls of the room. (See Supplement, page 172.) Encourage the children to bring flowers from home gardens as a means of beautifying the room. These will offer many teaching opportunities.

Music Period: Review the song which was started on the first day. Then sing the second stanza for the children and talk about it. Teach it as you taught the first stanza, without drill. (See Supplement, page 187.)

Give the children an opportunity to sing the songs with which they are familiar.

Dismissal.

LESSON III

GOD SENDS A HELPER

SCRIPTURE REFERENCES:
For the Teacher: Ps. 8:1-5; 19:1-11.
For the Children: Ps. 74:16b.

OBJECTIVE FOR THE LESSON: To help the child to look with appreciation on the sun, with its light and warmth and beauty, as an evidence of God's providing care for his children.

MATERIALS: Prism; Manila paper; crayons; scissors; and any materials needed for the completion of the activities already started.

Procedure

As with the preceding lesson, the plans for this session will be most effective if they are used on a day when the weather is ideal for such teaching. A bright, sunny day will add to the emphasis given by the teacher, whereas a cloudy or rainy day will at least hamper spontaneity on the part of the children if it does not cause absolute failure in the lesson presentation. If this lesson should naturally fall on a gloomy day, substitute another lesson, and keep this for the first bright, sunshiny day. Lessons II, III, and IV are so planned that they may be interchanged without causing difficulty.

During the informal period while the children are gathering, help them to make some discoveries concerning the sun. If possible, hang a prism where the sun's rays may strike it and cause a rainbow to play about the room. Help the children to discover the cause of their shadows and to play "tag" with them. While you play with the children, recite Robert Louis Stevenson's poem, "My Shadow."

My Shadow

I have a little shadow that goes in and out with me,
And what can be the use of him is more than I can see.
He is very, very like me from the heels up to the head;
And I see him jump before me, when I jump into my bed.

The funniest thing about him is the way he likes to grow—
Not at all like proper children, which is always very slow;
For he sometimes shoots up taller, like an India-rubber ball,
And he sometimes gets so little that there's none of him at all.

He hasn't got a notion of how children ought to play,
And can only make a fool of me in every sort of way.
He stays so close beside me, he's a coward you can see;
I'd think shame to stick to nursie as that shadow sticks to me!

One morning, very early, before the sun was up,
I 'rose and found the shining dew on every buttercup;
But my lazy little shadow, like an arrant sleepyhead,
Had stayed at home behind me and was fast asleep in bed.*

Also take time to examine the plants in the window boxes. Call the children's attention to the fact that the sun is helping these plants, and the little budding seeds, to grow. Ask them what they like best about the sun. During the conversation try to bring out the thought that the sun is always bright and cheerful and that it helps us to be cheerful, too.

Music: "Let the Merry Sunshine In," played very softly. (See Supplement, page 186.)

The teacher sings the words of "Let the Merry Sunshine In":

"Let the merry sunshine in,
Let the merry sunshine in.
Open all the windows, open all the doors,
Let the merry sunshine in."

(At the conclusion of the song, let one of the children raise the window shades, if this has not been done already.)

The sun is shining so beautifully this morning that we want it to shine right here in our room. I have seen so many bright, sunny faces, that I almost believe some of you brought some sunshine in with you this morning. I think all of us are happy this morning. I wonder if you know who made the sun to shine. Yes. God made it.

* From "A Child's Garden of Verses," by Robert Louis Stevenson. Used by permission of M. A. Donohue & Company, Chicago, Illinois.

Would you like to know what God's Book says about that? (Read Ps. 74:16b.) Shall we say our "Good morning" to God and tell him how happy we are?

PRAYER: Dear heavenly Father, we want to say, "Good morning," to thee before we begin our work. We want thee to know that we are very happy this morning because it is such a beautiful, bright day. We thank thee for sending the sunshine. Amen.

SONG: Let us sing our very best song. What shall it be?

APPROACH: Sometimes I like to stop and think about what a good God our heavenly Father is. He is always doing wonderful things for us. And he always has done wonderful things for us. He never seems to grow tired of doing things for his children, whom he loves. "God is love."

Years and years and years ago—so long ago that no one remembers—there was God. Ever so long before there were any men and women, or little boys and girls, there was God. Even before the earth, the sky, the sun, the moon, and the stars were made, there was God; for it was God who made all these things.

Our Bible tells us that before God made people, he made many of the things that people need. He was getting the world ready for his children who were going to live in it, and he knew that they could not live if they did not have the things they would need. God must have loved his children very much even before he put them on the earth, because he made so many wonderful things for them.

First, he made the light. Until that time there was no day and no night. All was darkness. But after God made the light, there was a daytime and a nighttime—the daytime for work and play, and the nighttime for rest. Then, after he made the sky, the earth, and the sea, God made the sun, the moon, and the stars. The sun was made to shine during the day and the moon and the stars to shine in the night.

Ever since that time the sun has been one of the heavenly Father's very useful gifts to his earth children. It shines on us and helps to keep us warm. It helps to make us happy and it makes the rainbow. Best of all, it helps us to grow, and it helps plants to grow and ripen so that we may have food to eat. Nothing could live or grow if it did not have the sunlight. Our seeds would not grow, and our plants would die without the sun to help them. Do you not think that God was good to cause the sun to shine?

Sunshine and Rain

What makes the fruit grow on the tree?
What makes the flowers we love to see?
What makes the grass and yellow grain?
It is the sunshine and the rain.

Who made the sunshine, warm and bright,
To make things grow, and give us light?
Who made the gentle rain to fall?
Our heavenly Father—he made all.*

I am going to tell God one thing that I am happy about. Would some of you like to tell God something you are happy about? What would you like to say, Ruth? Let us all bow our heads then. Ruth and John and May and each of you may tell God one thing that makes us glad. I will tell him one thing, too.

PRAYERS: Encourage those who are not too timid to do so, to express themselves through prayer. It may be only a "Thank you" for something or some person, but it may form the beginning of the child's prayer experience. By asking the child what he wishes to pray for, you will help him to think clearly and to avoid embarrassment after all the heads are bowed. Do not force the children in this. If only one or two respond, that is a good beginning, and will help to encourage more to try the next time.

MARCH: Let us all march while Miss —— plays for us. Perhaps some of you would like to play that you are shadows. Sometimes you could be very tall and sometimes you could be very small.

STORY APPROACH: I have another story to tell you to-day. It is about one of God's helpers. Can you guess which one?

STORY: God Sends a Helper.

Early one summer morning the twins, Kenneth and Shirley, went out to the garden. Overhead the sun was shining its very brightest. It shone right down on the rosebush where one pink bud was almost ready to burst into flower.

"What a pretty rose!" exclaimed Shirley.

"See how it looks up at the sun and nods! I believe the rose is trying its best to say, 'Good morning, Mr. Sun.'"

The children walked on. Everything in the garden was growing beautifully. The morning-glories hung like purple bells on their green vines;

* See Supplement, page 163.

the nasturtiums and the pansies together looked like broken rainbows scattered among the green leaves.

"The rain was a fine helper," declared Kenneth, as he looked out over the tangle of green growing things all starred with flowers.

"And to-day the garden has another visitor," laughed Shirley. "Another helper has come to work among the flowers."

Kenneth looked all about; then he said, "I do not see any visitors."

Shirley laughed and clapped her hands. "I do! I do! So does the rose and it is trying to say, 'Thank you.' Look hard, Kenneth, and you will see our helper!"

Then Kenneth looked a little harder. He looked down by the fence, and up through the rows of sweet peas, and over by the rosebush. Then he laughed, too.

"Ho, ho, Mr. Sun!" he cried. "You are the helper who comes to work in our garden to-day. All the flowers are looking right at you. I guess they know that you have come to do them good."

"O Kenneth," cried Shirley suddenly. "Some other visitors have come to our garden. Just see those weeds in the pansy bed and there among the nasturtiums!"

"Let's drive them right out!" answered Kenneth. "Weeds are not welcome visitors and must not be allowed to stay. I'll take the pansy bed, Shirley, and you take the nasturtiums, and let's see who gets through first!"

For a while both twins worked without saying a word, and how the weeds did fly! Soon the purple-and-blue pansies and the red-and-yellow nasturtiums were nodding their heads in great satisfaction. Not a single weed was left in their beds. They seemed to nod their heads at the two little helpers, and hold their lovely flower faces up to the sun for warmth and light.

"Now let's look at our sweet peas," proposed Kenneth. "Mr. Bradley said that any day now we might find that something had happened there."

Away scampered the two little helpers. Carefully they peeped among the leaves and vines.

"Oh, see!" cried Kenneth, presently. "See what I have found! Oh, goody, goody!"

In a minute, two little heads bent together over the sweet-pea vines and four little hands touched ever so gently some hard, tight, little balls that were not quite round.

"Oh, they're buds!" cried Shirley. "Our sweet peas are covered with buds!"

Just then a voice called from over the fence: "Well, well! Sweet peas in bud already! What a fine surprise!" It was Mr. Bradley, their neighbor, who spoke.

"The rain helped," explained Shirley.

"The sun helped, too," declared Kenneth, looking up into the blue sky, from where Mr. Sun was sending his very warmest and brightest rays right down into the garden.

"And Shirley and Kenneth helped," added Mr. Bradley. "I saw you

weeding among the pansies and other flowers. I think Some One else knows you are working. Can you guess who?"

"Do you mean that God knows we are helping to make a garden?" asked Shirley softly.

Mr. Bradley nodded. "That is what I mean," he said. "God must be glad to have so many fine helpers—first the rain, and then the sun, and then Kenneth and Shirley themselves, all doing their very best to help to make his world more beautiful. But now it is time to play, I think. Shall we play 'shadow tag'?" And Mr. Bradley came over into their garden.

"Tell us how to play it!" cried the twins eagerly. They had learned long ago that Mr. Bradley made a splendid playmate.

"Well," explained Mr. Bradley, "I shall try to step on your shadow, and if I succeed then you are 'it' until you can step on some one's shadow," and he ran toward Kenneth's shadow as he spoke.

Then the fun began. Kenneth dodged and ran away as fast as he could; and everywhere that Kenneth ran, his shadow ran, too. Mr. Bradley could not catch either of them.

"Then I'll catch your shadow," cried Mr. Bradley, and ran toward Shirley's little shadow where it was trying to hide in the long grass. But Shirley and her little shadow ran away, too.

After a while Mr. Bradley showed the children how to play another game. He showed them how to make tall, thin shadows, and how to make short, fat ones. Then Kenneth found that he could make funny shadows by moving his arms and legs about in a strange fashion. Shirley soon learned to make the queer shadow pictures, too. Finally they all were laughing so hard that they had to stop and get their breath.

"Mr. Sun is a splendid helper," said Mr. Bradley at last. "He has certainly done a lot for our gardens."

"And Mr. Sun is a splendid playfellow, too," answered Kenneth. "He helped us to make those shadow pictures that were such fun."

Out-of-Door Play: "Shadow tag" as it was played in the story. The teachers should play this game with the children.

Rest Period.

Luncheon Period (preceded by prayer).

Activities: Continue any project that has not yet been completed. (See Lessons I and II.) Help the children to finish the things which they have begun before starting something new.

To-day's activities might center about beautifying the luncheon table. If vases have been made to hold flowers, individual doilies might

now be made on which to place the cups of milk and the crackers. Have a number of large circles and squares cut for the children. These should be at least eight or nine inches in diameter, or square, and each child should be allowed to make two or three. The children will be so fascinated with them when they are complete that they will want to take at least one of them home. If those used in the Vacation Church School are used with care they will last for quite a while. The children's names should be put on the finished doilies, and each child should use his own at the luncheon table.

Many results will come from the children's efforts if they are supplied with the circles or squares, crayons, and scissors. They may color the doilies with dainty, bordered patterns; draw a large picture in the center; fold and cut as for surprise cutting; or both cut and color. It would be well if the teacher would prepare two or three doilies to use as suggestions for the children, not as models to be copied. (See Supplement, page 175.)

Music Period: Begin the music period with a rhythm to which the children may respond. A march, a skip, a run, clapping hands, or swaying will satisfy their love for activity and help to prepare them for a period of a more quiet nature.

Continue the teaching of the song, "How Flowers Grow." (See Supplement, page 187.) Use the song, "Let the Merry Sunshine In," which they have already heard. (See Supplement, page 186.)

Let the merry sunshine in,
Let the merry sunshine in.
Open all the windows, open all the doors,
Let the merry sunshine in.

Ask the children if they like to have the sun shine in their rooms. Then ask them what must be done to let the sunshine in. When they realize that windows and doors are opened to let sunshine in, the song is practically learned, and that without drill. By repeating the words and music two or three times, they will make the song theirs to keep.

If time permits let the children choose songs which they would like to sing. The songs learned in Sunday School might be used here; if all the children are not familiar with a selection, let those who know it sing while the rest of the group listen.

Closing Prayer: Dear heavenly Father, we are glad that we could come to this Vacation Church School to-day. We have had a happy time together. Be with us as we go to our homes, and bring us here again to-morrow. Amen.

Dismissal.

LESSON IV

A PLAYFUL HELPER DOES HIS SHARE

Scripture References:
For the Teacher: Ps. 9: 1, 2; 19: 1-6; 117.
For the Children: Song of Sol. 4: 16a, b; Ps. 147: 18b.

Objective for the Lesson: To help the children through an exercise of the imagination to enjoy the things out of doors; especially, to help them to recognize the wind as another good helper and playmate.

Materials: Pictures of children at play in the wind; pictures of the various things the wind does; colored construction paper; scissors; thumb tacks; clothespins; and any materials necessary to complete unfinished work.

Procedure

One of the important things that help to make all of life rich and meaningful is the art of observation. Children cannot begin too young to notice the things about them, to appreciate and to respond to them, as they are able to see God working in and through them. With observation and appreciation of God's many manifestations of his goodness to us comes a joyousness of spirit, and an inner longing to come into closer contact with the loving heavenly Father. This leads to worship and, in many instances, the very joyousness and overflowing of spirit is, in itself, an act of worship.

Little children need to be helped to enjoy life apart from material pleasures. They need to see the humorous in the everyday world. This lesson is planned to help the child to become observing, and to enjoy life as he finds it.

If the day for this lesson is sunny, hang the prism that was used yesterday where it will catch the sunlight and where the breeze may play upon it, causing the rainbows to dance about the room. Create as happy an atmosphere as possible through the use of bright

"I felt you push, I heard you call,
I could not see yourself at all."

flowers, pictures, and, most important of all, your own cheerful, friendly personality.

Give the children freedom to look at the pictures you have placed about the room, to enjoy the flowers or anything else that may appeal to their interests, and to talk to you and your assistants. Through these moments of friendliness the teacher is often permitted a glimpse into the thoughts and the feelings of the children of her group.

During this very informal period call the attention of the children to the prism swinging in the breeze. Let them express their opinions about the pictures they see and the activities which these portray. Find out whether or not they have watched the wind. Through such questions as "Have you ever seen the wind?" and "What does the wind do?" prepare them for that which is to follow. While the group is gathered about you, recite Christina Rossetti's poem, "Who Has Seen the Wind?" or read Robert Louis Stevenson's poem, "The Wind," from "A Child's Garden of Verses."

Who Has Seen the Wind?

Who has seen the wind?
Neither I nor you:
But when the leaves hang trembling
The wind is passing thro'.

Who has seen the wind?
Neither you nor I:
But when the trees bow down their heads
The wind is passing by.*

The Wind

I saw you toss the kites on high
And blow the birds about the sky;
And all around I heard you pass,
Like ladies' skirts across the grass—
O wind, a-blowing all day long,
O wind, that sings so loud a song!

I saw the different things you did,
But always you yourself you hid.

* Christina Georgina Rossetti, in "Sing-Song." Published by The Macmillan Company, New York. Used by permission.

I felt you push, I heard you call,
I could not see yourself at all—
O wind, a-blowing all day long,
O wind, that sings so loud a song!

O you that are so strong and cold,
O blower, are you young or old?
Are you a beast of field and tree,
Or just a stronger child than me?
O wind, a-blowing all day long,
O wind, that sings so loud a song!*

QUIET MUSIC: A soft, worshipful selection.

SONG: "Let the Merry Sunshine In."

FLOWER PRESENTATION: Show the children dandelions, especially those which have gone to seed. Show them the feathery star, mentioned later, and the stem of the tiny seed at the base of each shaft. Explain how the wind scatters the seeds and that each year there will be golden dandelions to make us glad. Let the children pretend to be the wind and blow the seeds about. Explain to the group that the wind is another good helper which God has sent.

PRAYER: Shall we speak to God our heavenly Father before we do anything else this morning? Is there anything you would especially like to say to him?

Dear heavenly Father, we thank thee for the night and the rest we have had. We thank thee for this sunshiny day. We thank thee that we can be here to work and to play together in thy house. (Add other suggestions that the children have made, but do not allow the prayer to be so long that it becomes tiresome.)

SONG: One chosen by the children.

CONVERSATION:

Teacher: How do you show your little brother that you love him, Betty Sue?

Betty Sue: I play with him. And when he cries I try to make him happy.

Teacher: How do you show mother that you love her, Marjorie?

Marjorie: I help my mother.

Teacher: How do you show daddy that you love him, Gordon?

* See footnote, page 43.

Gordon: When he comes home at night I run to meet him. He likes to have me do that.

Teacher: When we love people we do things to make them glad. That helps them to know that we love them. Can you tell some of the things that show the heavenly Father's love for us? (Get as many different responses as possible from the children.) God is our helper, is he not? The Bible says, "God is my helper." Would you like to say that with me? (Repeat verse with the children.) (Show one of your pictures. Lead the children to talk about it and to discover that the wind is one of God's helpers.)

Story Approach: The twins, Shirley and Kenneth, knew that the wind was one of God's helpers. They liked it, too. One day Shirley and Kenneth and the wind became playfellows. Would you like to hear about it?

Story: A Playful Helper.

One fine, windy day, Shirley and Kenneth sat in the yard, under the big maple tree. They had gathered dandelions. Some of the dandelions were very small; some were middle-sized; and some were very, very large. Some of them were yellow and bright. Some of them were white and looked like feathery stars. Mother had shown them how each little star really was a seed. Then she had blown out her cheeks and puffed, and away had danced the feathery little stars, each carrying along one tiny seed.

As soon as the bright, yellow flowers had been made into a bouquet, Shirley and Kenneth began to play with the gray-headed dandelions. "They're like puffballs," Kenneth said. First, the twins tried to see which one of them could blow away more feathery seeds with one great, big blow. Then they tried to see which one could blow the feathery seeds the farthest. It was hard to tell which of the twins had won, for both of them sent their seeds quite far away. Finally each twin had only one puffball left. Shirley took a great, big breath. She was going to give a big, hard blow. Just then along came a breeze and carried the feathery seeds far, far away.

"The wind blew harder than you," laughed Kenneth. And Shirley laughed, too.

"Whir-r-r, whir-r-r!" said the wind, as if to say, "Hurray! I won, I won!"

Then, "Swish, swish; swish, swish," it sounded, as it blew through the trees and rustled the leaves. When Shirley saw the branches waving back and forth, and again back and forth, she exclaimed, "What a fine tree for a rock-a-by cradle!" Then she began to sing softly, "Rock-a-by, baby, on the tree top." Just then both the children heard something that sounded like "Flip, flop, flip; flip, flop, flip." The clothes Susie had washed that morning were hung on the line to dry. What a funny sight they were! It seemed almost as if they had come to life.

"Flip, flop, flip; flip, flop, flip." First the clothes hurried in one direction. Then they seemed to change their minds and hurry back again. They were pushed and jerked this way and that. It almost seemed as if the clothespins could no longer hold the clothes to the line. Kenneth's suits and Shirley's dresses looked like balloons. They were puffed out in every direction, and looked ready to burst, these funny, fat suits and dresses.

Both Kenneth and Shirley laughed and danced with glee at the funny sight.

"The wind seems very busy to-day," said Kenneth.

"Let us count all the things we have seen it do!" said Shirley. "First it blew our seeds away, then it rocked the tree-top cradles."

"And now it is helping to dry our clothes," continued Kenneth.

Even the plants in the garden seemed to be counting with the children. They were nodding their heads in the breeze.

"I like the wind," said Shirley.

"I like it, too," replied Kenneth, "especially when it makes everything dance and play as it does to-day."

VERSES: Either of the Scripture verses suggested for the children will bring delight if you suggest that they make up a tune for it and sing it. Use all of them in rhythmic play.

DRAMATIC PLAY: Carry out in play some of the suggestions given by the children as to the different things the wind does—sways the branches of the trees, turns the windmill, rocks the cradle, and flies the kite. Accompany as many of these activities as possible with appropriate rhythms on the piano. Use the verses concerning the wind as motivation for your play.

MUSIC PERIOD: Continue learning the song, "How Flowers Grow," found on page 187. Sing any songs the children may request. End the period with a piano selection to which the children may listen. It would be well if the selection could represent the wind.

OUT-OF-DOOR PLAY: If possible, let the children gather dandelions —some yellow ones for the vases which they have made or brought, and some white ones—to be used in an imaginative play based on the action of the wind. If this is impossible plan one or two simple group games.

REST PERIOD.

LUNCHEON PERIOD.

STORY PERIOD: Retell any of the stories the children desire to hear. Read again or recite any of the poems that particularly delighted the group when used before.

Activities: Let every child who desires to do so—that will probably mean everyone in the group—make a pin wheel of colored paper. Have already prepared six-inch squares of different colored construction paper. Let the children choose their favorite colors. Have them fold their paper from corner to corner, open, and repeat with the opposite corners (see diagram in Supplement, page 176.) Cut on diagonal lines to within an inch of the center. Place every other corner of the triangles made, at the center of the paper, put a thumb tack through them, and fasten to the head of a clothespin. (Be sure not to press the thumb tack too close to the clothespin or the pin wheel will not turn. If any time remains let the children work on any project that has not been completed; or permit them to follow their own interests until the close of the session. Provide such materials as paper, crayons, scissors, and paste.

Closing Prayer: Dear heavenly Father, it has been good to be here in thy house to-day. Be with us as we go to our homes, and bring us back safely to-morrow morning. Amen.

Dismissal.

LESSON V

TWO LITTLE GARDENERS FIND SOMETHING NEW

SCRIPTURE REFERENCES: Any of those used during the week.

OBJECTIVE FOR THE LESSON: To arouse a deeper appreciation for God, as our Helper; and to help a child to see in the midst of his everyday world evidences of God's nearness and of his providing care.

MATERIAL: Pictures used during the week; any materials necessary to finish the projects already started.

Procedure

Plan to have the children relive some of the happy experiences of the past week. Repeat the excursion of Monday, going over the same ground and noting any changes or developments that have taken place during the week.

Have the children give the necessary care to the plants and growing seeds in the room or in their out-of-door gardens. After this week let the children take turns in caring for them. One or two might be appointed each morning; such an assignment of a definite task will help to create a new sense of responsibility within the children.

Put in a convenient place all the pictures that have been used during the week. Let the children choose those they like best, and hang them about the room.

Talk about the plants that have been growing in the window boxes since the first day of school. Help the children to make observations concerning them—their growth, their needs—and to discuss the ways in which they may care for them. Appoint two children to water them during the next school session. (The children will have to be reminded of their task when the day comes, because they probably will not remember it over the week-end.)

OUTING: Similar to the one taken Monday (see page 29).

QUIET MUSIC: A worshipful selection.

OPENING VERSE:

"I was glad when they said unto me,
Let us go unto the house of the Lord."

SONG: "Can a Little Child Like Me." (See Supplement, page 193.)

PRAYER: We have had a happy time looking at some of the beautiful things in God's world. This makes me think of some of the things we have read from God's Book. (Read verses.) Would you like to tell the heavenly Father about your happy time? What would you like to say to him? (Embody the thoughts expressed by the children.)

SONG: One chosen by the children.

DRAMATIC PLAY: Growing plants (see page 31 for details).

POEM:

Wonderful

I use my little hoe and spade
To plant the seed that God has made.
He sends the sunshine and the rain
And it becomes a plant again,
With root and stem and leaves complete,
A blossom that is very sweet.
All this from just one tiny seed!
Our God is wonderful indeed!*

OUT-OF-DOOR PLAY: Repeat any of the dramatic plays previously suggested or a favorite group game.

REST PERIOD.

LUNCHEON PERIOD.

PICTURE STUDY: Let the children take turns in showing their favorite pictures to the group. If they wish to tell a story connected with a picture or tell something of interest about it, permit them to do so. Be prepared to retell any of the stories that have been used during the week.

STORY: Two Little Gardeners Find Something New.

The twins had been very good gardeners. Every day it did not rain they had given the plants a drink from their little green watering cans; and their flower beds were kept soft and smooth by little rakes.

* See footnote, page 33.

And so their plants grew. At first they were like tiny, green blades of grass. Then they grew taller and taller, and soon there were leaves.

How happy the twins were the day they found the first tiny, round buds on their plants! They knew that before long the buds would grow bigger and bigger, and finally burst into flowers. They could hardly wait for the flowers to bloom. And while they waited, they thought of many, many things which they might do with them. The sunshine came and warmed the plants and helped them to grow. The rain came, too, and the wind rocked the tiny buds in their green cradles all day long. The plants grew and grew and so did the buds.

One bright, sunny day Kenneth and Shirley ran to the garden as they always did. Suddenly Shirley gave a little squeal of delight.

"Flowers! O Kenneth! See what I have found!" she cried.

"Aren't they beautiful!" exclaimed Kenneth.

Shirley stooped to smell them. Kenneth smelled them, too. Both of the children touched the flowers ever so gently so that the flowers did not seem to mind at all.

After the children had smelled and looked, and looked and smelled, they sat down on the grass.

"To whom shall we give our first bouquet?" they asked each other.

"Let's give some to grandmother," said Kenneth.

"Yes, let's," answered Shirley. "And there is Dorothy who is sick. I know she would like some."

"They might help her to get well sooner," replied Kenneth. "I'd like to give some to mother, too, wouldn't you? She helped us to do all the things in our garden that were too hard for us to do alone."

"Mother must have a beautiful bouquet from our garden," declared Shirley. "But, Kenneth, I think our first bouquet should be a very special one. Couldn't we take it to Sunday School on Sunday? It would be our 'Thank you' to God for all his help."

"Oh, yes!" cried Kenneth. "Without God's helpers, there would be no flowers in our garden. Our very first bouquet should be for God's house."

"And when Sunday School is over," said Shirley, "perhaps we might send the flowers to Dorothy. Miss Irving goes right by her house on the way home. I am sure she would take them to Dorothy for us."

"I know grandmother will not mind waiting for her bouquet until some more flowers bloom," said Kenneth.

"I think she would be glad for Dorothy to have these," answered Shirley. "Soon there will be others. Then mother and grandmother shall each have a bouquet. Let's go and tell mother!"

When the twins' mother had heard about the plan for the very first bouquet she thought it was splendid.

"What a happy plan to think out all by yourselves," she said. "I am sure the heavenly Father will be glad that you remembered to say, 'Thank you,' to him for all his help."

Then, Kenneth holding one of their mother's hands and Shirley holding the other, the twins took their mother to the garden to see their beautiful flowers.

CONVERSATION:

Teacher: I hope our flowers will grow as well as Kenneth's and Shirley's flowers grew. Do you hope so, too?

Children: Oh, yes! Maybe they will! We'll take good care of them!

Teacher: Yes, I know you will try to take very good care of them. And, like Shirley and Kenneth, we must decide what to do with our flowers. Shall we think what we should like to do with them? (A number of responses will probably follow this question. Follow the lead of the children, if possible, and get from them the desire to share their flowers with their mothers.) Shall we keep our plan as a surprise for mother?

If you would like to do so, we might plan a party for our mothers. We could invite them to come here the last day of our Vacation Church School.

Bobby: And then we could give them our flowers.

Elizabeth: And surprise them!

Ruth: Oh, yes! Let's do it!

Teacher: All right, that is what we will plan to do. And we will talk more about it another day.

(There will be others, such as sick playmates or friends, with whom the children will wish to share the flowers. If a contact is made later in the course between the Beginners group and the children of another race within the community, the Beginners will probably want to share some of the flowers with their new friends.)

MUSIC PERIOD: Practice any new songs that have been learned this week, and review the more familiar songs.

ACTIVITIES: There probably will be no time for expressional activities if there is an excursion at the beginning of the session. In case there are a few extra moments, let the children finish any of the projects that have been started during the week.

CLOSING PRAYER: Heavenly Father, we are glad we have been able to have these happy days together. Be with us as we go to our homes. Amen.

UNIT II
GOD'S HELPERS IN MY HOME

LESSON VI

MOTHER HELPS GOD TO TAKE CARE OF ME

Scripture References:
The Lesson Story: Ex. 2:2b-9.
Verses for the Week: I John 4:8b, 11b, 19; Eph. 4:32a.

Objective for the Lesson: To arouse deeper appreciation for mother, one of God's helpers; and to arouse a desire to show that appreciation by concrete acts of helpfulness.

Materials: Pictures of mothers and children doing things together; Bible; equipment for housekeeping play; pictures for mounting; construction paper; paste; scissors; large sheets of Manila paper for free-hand drawings; crayons; modeling clay; "Tempera" paints; shellac; small writing pads.

Procedure

The lessons for last week were centered about nature, with the purpose of helping the little child to see God in the world about him. Through the worship, stories, and various activities, it was hoped that the Beginner might draw a little closer to the heavenly Father, as he realized, perhaps for the first time, that God's love is great indeed. Do you feel that each child of your group has caught something of the vision and the attitude of appreciation desired for him?

The lessons of this second unit touch upon another phase of God's world, in that they concern human relationships. Their result in the lives of the children should be not only a deeper appreciation for those about them, but an ever-deepening love for God, whose thought and care provide for them at all times and in many different ways. The following lessons are means by which the children are helped to see that God is in the world, even though he may not be seen by the human eye. He makes his presence known by his doings. It is hoped that one of the results may be the knowledge that "even a child maketh himself known by his doings," Prov. 20:11.

As you look ahead to the work of the day and the week, plan to make it rich in experience. To do this it is neither necessary nor

desirable to arrange all new experiences; but it *is* desirable to give the children opportunities to relive pleasant or helpful experiences. Pictures provide an important means of recall. If you have not already a collection of pictures suitable for use with this lesson, search through your magazines for those which show mothers and children together, or borrow some from the Sunday School collection of Beginners pictures, rolls, leaflets, or sets. The pictures should be those which portray various activities which might take place in any home, such as: a mother feeding her children; sending them off to school; reading to them; playing with the little ones. These are but a few of the ways in which a mother shows her love.

Mount these pictures and hang them about the room before the children arrive; or, if you prefer to make this an occasion wherein children may help, let the early comers hang them for you.

Try to have in readiness all the equipment needed for the session. It would be well to place in one corner of the room the available toys for housekeeping. If possible, have at least one or two dolls, a doll crib or carriage, a small table and some chairs, dishes and pans, and anything else which would add to the play. The materials for the other activities will depend upon which are chosen. A complete list of materials needed for all the activities suggested in connection with this lesson is given under Materials. It will be impossible for any child to complete more than one activity during the session.

Let the children speak of the beautiful things which they have seen during the week-end. In connection with this, recall familiar verses; call the children's attention to the seeds that were planted, and the potted plants, or to any flowers the children themselves may have brought.

QUIET MUSIC.

OPENING VERSES:

"I was glad when they said unto me,
Let us go unto the house of the Lord."

I hope all of you were glad when you knew it was time to come to God's house again, for

This is God's house, and he is here to-day;
He hears each song of praise and listens when we pray.

—*Louise M. Oglevee.*

SONG: This is a fine morning to sing a song of praise to God. What shall we sing? (Song chosen by the children.)

PRAYERS: Do you remember the verse which says that God hears each song of praise and listens when we pray? (Sing "This is God's House," once more.) I should like to tell God, "Thank you," for the lovely pansies in our window box. (Adapt as necessary.) Shall we pray to him now? What would you like to say to him? (Prayers of thankfulness for various good gifts.)

APPROACH: Do you remember this book (holding Bible)? What is it called? I am going to read from it one of the things that God tells us to do. I believe all of us can do it if we try. (Read Ex. 20:12a.)

CONVERSATION: Does anyone know what it means to honor some one? (The children probably will have no idea of the meaning of the word "honor"; you must put childlike content into the word. Help them to know that when we love, obey, and do helpful things for our mothers and daddies, we honor them.)

Who was it that gave you your breakfast this morning, Donald? Who was it that washed your face before you came to school, Jane? And who helped you to get dressed this morning, Susanne? Mothers do many things for us, do they not? They keep us clean. They help us to dress. They feed us. Can you think of anything else that mothers do for their children? (Help the children to recall some of the daily services of mothers. Little children have a tendency to take a great deal for granted and thus fail to appreciate the many things that are done for them. Help them to recognize through these loving services the inestimable value of mothers.)

Mothers are really God's helpers, are they not? They help God to take care of us and to keep us well and happy. And what is it that the Bible says God wants us to do for them? Yes, honor them. That means to love them and obey them. If we really love our mothers, how are we going to show our love for them? I am going to read you a poem about three little children who loved their mother very much. See if you can guess which child loved her the most?

"I love you, mother," said little John;
Then, forgetting his work, his cap went on,
And he was off to the garden swing,
And she had the wood and water to bring.

"I love you, mother," said rosy Nell;
"I love you more than tongue can tell."
Then she teased and pouted half the day,
Till her mother was glad when she went to play.

"I love you, mother," said little Nan;
"To-day I'll help you all I can;
How glad I am school doesn't keep."
Then she rocked the baby fast asleep.

Then, stepping softly, she brought the broom,
And swept the floor and tidied the room:
Busy and happy all day was she,
Helpful and good as a child can be.

"I love you, mother," again they said,
Three little children going to bed.
How do you think that mother guessed
Which of them really loved her best? *

—Joy Allison.

Who do you think loved mother best? Would you like to play that you are little Nan? What did she do first? How do you think she did it, Marjorie? (Have one of the children demonstrate.) Let us all do it, shall we? Then, after that, what did little Nan do? (Repeat from the poem the child's second helpful deed.) I wonder how she did it? Would you like to show us, Jimmie? (Continue, having the children move about freely.) Tell the children what the Bible says about loving one another and read to them any one of the three lesson verses.

Story Approach: There was once a mother who loved her baby boy as much as your mother loves you, and she wanted to keep him from all harm. I will tell you how she took care of her baby.

Story: A Mother Who Helped Her Baby.

A long time ago, in a country far away, there lived a mother who had a dear little baby boy. Now this mother loved her baby more than anything else in the world, unless it was the baby's sister, Miriam. And she would have been very happy except for one thing. The king of that country had said that none of the baby boys should live.

* This may be memorized by the teacher and used as given here or adapted and retold as a simple story as the teacher may prefer.

For a long time the mother hid her little baby. If only she could keep him from the king and his soldiers, how glad she would be! And Miriam tried to help by keeping the baby happy, so that he would not cry and make himself heard. But by and by the baby grew so big, and his cries became so loud, that it was hard to hide him any longer.

"What shall we do?" asked Miriam one day, when little brother was crying. "I am afraid some one will hear him."

"We must find another way," said her mother. "I know God loves our baby and that he will help us to protect him. Will you help me to care for little brother? Will you go to the river and get some bulrushes for me? I need them to make something for the baby."

Away ran Miriam down to the river where the bulrushes grew. They looked just like long grasses. She picked a great many. Soon she came back with her arms full of them. Her mother wove the bulrushes into a basket boat. In and out, in and out, went the long grasses until the bottom of the basket was made close and strong. Then in and out, in and out, went the long grasses until the sides were made. Then, in and out, in and out, went the long grasses until a cover was made to fit over the top of the basket. When the weaving was done, Miriam's mother lined the basket with mud, so that water could not seep through the cracks.

One day, soon after this, the mother and Miriam wrapped the baby up snugly, and gently put him into the basket. Then, very carefully, they carried the basket to the river and placed it in the tall grasses that grew at the edge of the water.

"Now, Miriam dear, I want you to stay close by," said the mother. "And be sure no harm comes to little brother."

Miriam was glad to stay near, for she liked to care for her baby brother. All was very still for a while after her mother left her. The baby was fast asleep in his basket boat and no one was to be seen. But by and by Miriam heard a sound.

Step, step, step. Some one was coming! Then Miriam heard voices. She knew that more than one person was coming down the road toward the river.

"Who can it be?" thought Miriam to herself. "I wonder if they will find little brother." As she peeked out of her hiding place, whom should she see but the princess and her maids coming down the road! They came nearer and nearer. Their voices grew louder and louder, so loud that little brother awoke and began to cry.

"What is that sound I hear?" asked the princess, as she reached the river. "It must be coming from that basket over there in the grasses. Get the basket for me!" she said to one of her maids.

When the basket was brought to her the princess lifted the cover. There, inside, she saw the baby, who had tears in his eyes. The princess gently took him in her arms, and soon he was smiling at her.

"You dear baby!" she said. "I shall keep you for my own son. And I shall call you Moses."

Just then Miriam ran up to the princess.

"Shall I get a nurse to care for the baby?" she asked.

"Yes, go and get a nurse!" answered the princess. And Miriam ran for her mother.

When Miriam returned with her mother the princess said: "Here, nurse, take this baby and care for him! I will pay you well. When he is older, he shall come to the palace to live there as my son."

How happy Miriam and her mother were as they took the baby back to their home!

"Now no harm will come to our baby," said the mother. "The princess loves him, too, and he will grow up as her son. I knew that God would help us to find a way."

A Discussion of Pictures: Show the picture of Baby Moses, and let the children talk about it. Then lead the children on a walk around the room to see the pictures which you have hung on the walls. Encourage the children to talk freely; for, through this experience, if it is entered into heartily, will come a deepening of the appreciation of mothers, and of God who gave us mothers.

Out-of-Door Play: "Mulberry bush" and "the farmer in the dell" would be appropriate to play at this time. (For words and music see Bancroft's "Games for the Playground, Home, School, and Gymnasium.") If outdoor gardens were made, some time should be given to the care of them.

Rest.

Luncheon Period: Call the children's attention to any little act of courtesy and helpfulness that you may note, reminding them that in passing the crackers, and in making a place for another child, Mary and Tom are remembering to "love one another." (Games and other activities will often give the watchful teacher an opportunity to interpret right acts and attitudes in the light of Christian teaching.)

Activities: A dramatization of the Baby Moses story. Repeat two or three times, giving everyone an opportunity to take part.

Music Period: Have the pianist play a lullaby to which the children may rock their imaginary babies to sleep. Review the songs started last week. If there is time, begin to teach the song, "My Father and My Mother," found in the Supplement, page 185. End with a few measures of worshipful music to precede the prayer.

Closing Prayer: Dear heavenly Father, we thank thee for our mothers. Help us to remember to show our love for them by doing helpful things. Amen.

Additional Suggestions

1. Playing "house," letting different children take turns at being the most important characters—mother and father.

2. Making a gift for mother, each child to determine what his gift shall be. For instance:

   a. An attractive picture neatly mounted.

   b. A free-hand drawing of some helpful thing the child is going to try to remember to do for mother.

   c. A small dish or tray to be made of clay and painted, in which mother may put her pins. (For suggested patterns see Supplement, page 177.)

   d. A teapot stand made of clay. This may be round or square and have a design on the top. When painted and shellacked, such stands become quite durable. (See Supplement, page 178.)

   e. A shopping list, which is made by pasting a cover of colored construction paper over a small writing pad. A design or a picture on the cover will add to its attractiveness. (See Supplement, page 179.)

3. Learning a finger play, such as "here's a ball for baby," from "Finger Plays," by Emily Poulsson, in order to teach it to younger brothers and sisters at home.

LESSON VII

A FATHER ASKS JESUS TO HELP HIS LITTLE BOY

Scripture References:
The Lesson Story: John 4:46-53.
Verses for the Week: See Lesson VI.

Objective for the Lesson: To arouse a deeper appreciation of father, one of God's helpers, and an attitude of love toward father expressed through acts of helpfulness.

Materials: Pictures of fathers and children working and playing together; clay; Tempera paint; shellac; colored construction paper; pictures of butterflies, birds, or flowers; scissors; paste; equipment for housekeeping play.

Procedure

In all our teaching we are inclined to sing the praises of mothers and to fail to recognize fathers as important and helpful members of the family. This lesson offers an opportunity to emphasize something of the real worth of fathers as they help in the care of God's children.

As the children gather, encourage them to play "house," and as you play with them accentuate the helpful activities of father and his importance in home life. Let the children dramatize the things that father does: such as, goes to work; takes children to Sunday School; takes children for a ride, or takes the whole family for a long journey; plays and works with children. Sing the song, "My Father and My Mother." (See Supplement, page 185.) If the children began to learn the song during the preceding lesson, a review of it at this time will enable them to sing it during the period of worship. Otherwise, begin to teach the song.

Quiet Music.

Conversation: Does your daddy love you, Louise? How do you know that he loves you?

Yes, our daddies do so many, many things for us because they

love us. We cannot count all the things that they do for us. Would you like to say, "Thank you," to God for your daddies?

PRAYER.

SONG: "Can a Little Child Like Me." (See Supplement, page 193.)

CONVERSATION: Yesterday I read something to you from the Bible. It told one of the things which our heavenly Father would like to have us do for our fathers and our mothers. Do you remember it? (If the children do not recall the Commandment, read again Ex. 20: 12a.)

A DISCUSSION OF PICTURES: Here is a picture of a little girl who loves her daddy. Can you guess how I know that she loves him? What is she doing to show her love? (Show the pictures and let the children talk about them. Help them to suggest ways in which they can show their appreciation to their fathers.)

SONG: "My Father and My Mother." (See Supplement, page 185.)

DRAMATIC PLAY: Let the children take turns in dramatizing some of the ways in which they suggested that they could be helpful, and so show their love for their fathers. At the end of each dramatization those who "looked on" could guess the activity and thus make a guessing game of the play.

STORY APPROACH: When Jesus lived on earth, he was made very happy one day by seeing how much a certain father loved his little boy. Would you like to hear the story about that father?

STORY: A Sick Boy's Father.

Once upon a time there was a rich man who had everything that he wanted. He had gold and fine jewels. He had a beautiful home and many servants. But dearer than all his gold or his jewels was his little boy.

The rich man and his wife loved their son above all else. He was a good boy, and he loved his father and mother with all his heart. He was a happy little boy, too. And he helped to make his father and mother happy. As the father and mother watched the little boy while he played, the father said sometimes: "What should we do without our little son? He makes us happy. He is dearer than everything else we have."

"Indeed, he is," the boy's mother would say. "Whatever could we do without him?"

One day the little boy became sick. He did not want to eat. He did not want to play. All his happy smiles were gone.

"Something is wrong with our little son," said the mother.

"We must send for the doctor," declared the father.

Soon a doctor came, but he could not make the little boy well. Then another doctor came, but he could not make the little boy well. All day long, the boy lay very still on his bed. He could not eat. He could not play. He could not smile. His mother and father were very sad.

"What shall we do?" they asked each other.

"I know what I shall do!" exclaimed the father, suddenly. "I'll go to find Jesus. People say that he loves little children, and I have heard that he can make sick people well. Maybe he will help us."

Down the road he started as fast as he could go. Every little while he would stop some one he met along the way to ask: "Have you seen Jesus? Can you tell me where to find him?"

Then on he would go, just as fast as he could. He was in such a hurry to find Jesus that sometimes he even ran.

By and by the father came to a great crowd of people. "Jesus must be there," he thought to himself. Just then he heard a voice speaking near by. It was such a kind, gentle voice that the father knew without asking that he had found Jesus at last. Running up to him, he fell at his feet, and said:

"O Jesus, please come with me! My little boy is very sick. The doctors cannot make him well. But I know that you can help him. Please come with me!"

Then Jesus placed his hand on the father's shoulder.

"Arise," he said, "and go home to your boy! He is well now."

The father was surprised, but when he looked at Jesus' face he knew that it was so. He thanked Jesus and hurried home. When he was almost there, one of his servants ran to meet him, calling: "Master, the little boy is well! The little boy is well!"

Just then, the father saw the little boy. He came running to him. "Father! Father!" he cried and ran straight into his father's arms. The father held him close. Then he carried him into the house where the happy mother was waiting for them. It was a very happy home that night. Everyone was glad once more, for the little boy who had been sick was well.

The mother was as happy as she could be because the little boy was well again. The father was happy, too. The little boy was glad, of course, as he could run about and play once more. I like to think that happiest of them all was Jesus, who had made the little boy well.

Bible Thought: "We love, because he first loved us." I John 4:19.

Out-of-Door Play: Group games or work in the garden if the children have started an outdoor garden.

Rest Period.

Luncheon Period.

Activities: Making gifts for daddy. Permit each child to determine what his gift shall be.

Suggestions:

1. Paper weights to be made from clay and painted when dry. Variously shaped paper weights with designs of flowers or animals on top, would be suitable gifts for the children to make. (See Supplement, page 180, for suggested patterns.)
2. Bookmarks made from strips of colored construction paper, about two by six inches, with a cut-out butterfly, flower, or animal pasted at the top. (See Supplement, page 181.)
3. Picture books showing "What My Daddy Does for Me." The pictures may be free-hand drawings by the children or pictures from magazines cut and pasted into books.

Music Period: Begin with march to be played on the piano while the children pretend that they are daddy going to work in the morning.

Sing both new and old songs.

Closing Prayer: Dear heavenly Father, help us to remember to show our love for our fathers and our mothers by doing the things that please them. Amen.

Reminder: Suggest that the children remember to bring flowers to make the room beautiful for all to enjoy. Ask them later in the session to think what they would like to do with their flowers and to tell you to-morrow.

Dismissal.

LESSON VIII

THE STORY OF A BIG BROTHER

SCRIPTURE REFERENCES:
The Lesson Story: Gen., ch. 44.
Verses for the Week: See Lesson VI.

OBJECTIVE FOR THE LESSON: To deepen appreciation for God's gift of brothers and sisters, and to create a desire to show kindness to younger members of the family.

MATERIALS: Pictures of children, especially those which show older children helping younger ones; cardboard boxes; large-sized wooden button molds; oak tag; construction paper; drawing paper; crayons; pictures from magazines; modeling clay; enamel paint, or Tempera paint and shellac.

Procedure

The children need some free time in which to follow any special interests which they may have. If the equipment for housekeeping is in sight, they will probably want to repeat that play. During your conversation with them, find out whether or not they remembered to honor their fathers and mothers by doing helpful things. Be sure to receive gladly any flowers which the children may have brought with them, and have them assist you in their care. Plan to refer to the flowers often throughout the period.

QUIET MUSIC: To call the children to the group.

PRAYER: The very first thing, let us say, "Thank you," to God for this new day and for all his good gifts:

For this new morning with its light,
For rest and shelter of the night,
For health and food, for love and friends,
For every gift Thy goodness sends,
We thank thee, heavenly Father. Amen.*

* See Supplement, page 164.

Picture Walk: Take the children in a group to see the various pictures which you have hung on the wall. Let them admire and comment freely. Lead the conversation to the discussion of the little brothers and sisters in the homes of your group. When the interest of the children has been thoroughly aroused, return with them to their chairs.

Conversation: I am glad to know that so many of you have dear little brothers and sisters to love and help. God loves them too, does he not? And he wants you to love them and be kind to them. The Bible tells us so. Do you remember what it says? It says, "Love one another." It says, too, "Be ye kind one to another."

How can you show your little brothers and sisters that you love them? (Let the children offer suggestions.) If you really love them you will be kind to them. To be kind means that you will not do anything to hurt them, but will try always to do the things that will make them happy. You will let them play with your doll and your ball, sometimes. You will take turns on the kiddy-kar, and give them rides in your swing. Do you remember the story we had about a big sister, Miriam? How did she show her love for her little brother? She was very kind to him, was she not? And she helped to keep him from harm. (If the children do not readily recall the story, retell it, emphasizing the love of Miriam for her brother. See page 66.)

Dramatic Play: Dramatize the story of Baby Moses.

Prayer: Would you like to say, "Thank you," to God for your little brothers and sisters? (Let individual children express themselves in prayer if they are willing. If not, the teacher may say a simple prayer for the group which may be repeated by the children.)

Out-of-Door Play: Playing "house" under the trees, taking out the necessary equipment or using stones and chips for make-believe furnishings. Give as much opportunity for the practice of sharing and taking turns as possible.

Rest Period.

Luncheon Period.

Story Approach: We have been talking about our little brothers and sisters, and now we know ways in which we can show them that we love them. I know a story of a big brother who found a way to show his love for his little brother. Would you like to hear the story?

STORY: The Story of a Big Brother.

Judah had grown so big that he could do many helpful things for his father. He could help to take care of the cattle. He could help to gather in the grain from the fields. And he could help to look after his brothers.

Now, Judah had many brothers, but he was the oldest of them all. His father loved each one of them very dearly, but, more than all the rest, he loved Benjamin, the youngest. When the brothers took their first long journey from their home in Canaan to Egypt, to buy food, Benjamin did not go with them. The father kept him safe at home lest some harm might come to the little lad.

When the brothers returned, they said to their father:

"Father, the next time we go to Egypt for food, we must take Benjamin with us. The king's helper, from whom we bought the food, wants to see Benjamin. He said that he would not sell us food again unless we should bring our youngest brother with us."

This made the father very sad. Then Judah said: "Do not be afraid to let the lad go. I will take care of him and I promise you I will bring him home safely."

The father did not want to let the little boy go. Perhaps it would not be necessary to send again for food, he hoped. But by and by the time came when their food was almost gone. There was none in their own land. There was nothing to do but to send to Egypt again to buy food.

So the father called his sons to him one day and said:

"Our food is almost gone. You must go to Egypt and buy more."

"But we cannot go without Benjamin," Judah reminded him. "If you will let our little brother go with us, I promise you that no harm will come to him."

It was hard for the father to send Benjamin away, but finally he said, "Benjamin must go with you." Then the brothers started on their journey.

On and on they went; but Judah took good care of Benjamin. He did not let him grow hungry. He did not let him grow too tired. At last they reached Egypt safely, and the king's helper seemed glad to see them. He was good to all the brothers, but he was especially good to Benjamin. He made him sit near him at the feast which he had prepared. Soon the king's helper began to think how sorry he would be to have Benjamin go away.

When the feast was over the brothers bought their sacks of grain. The king's helper had one of his servants slip a silver cup into Benjamin's sack. The brothers did not know about that. They thanked the king's helper for all that he had done and said good-by to him. Then they started down the road toward their home. They were almost at the edge of the city when one of the servants of the king's helper came running after them.

"One of you has the king's helper's silver cup," he said.

"You are mistaken," said the brothers. "We are honest brothers. None of us took the silver cup."

"I must search your sacks," said the servant, "and if I find the cup, the one who has it must return with me to the king's helper." The servant looked through every sack: in Judah's sack, in Simon's sack, in Reuben's sack, and in all the others. At last he came to Benjamin's sack. And there, at the very top, was the silver cup.

"Benjamin must go back with me," declared the servant.

"We will all go back with our little brother," said the others, and they did. Every one of them went before the king's helper. When they came into his presence, Judah said:

"Do not punish Benjamin. Let the lad return home with his brothers. I will stay here in his place. My father would be very sad if Benjamin did not come home. I promised him that I would take care of our youngest brother. So let him go, and punish me instead."

When the king's helper heard the big brother's words, showing how dearly the brothers loved the little boy, he smiled, and said: "You shall all go free. I only wanted to see if you loved Benjamin enough. Go back to your father, all of you, taking to him these gifts!"

Then the king's helper gave them fine presents and sent them back to their father who waited so anxiously for their home-coming.

ACTIVITIES: Can you think of anything that you would like to do here to-day to show your love for your little brothers and sisters? (Help the children to plan surprises for younger children at home. Let them decide what their surprises will be and help them to see their attempts to give pleasure to others as the carrying out of the Bible verses, "Love one another" and "Be ye kind one to another.")

One of the following suggestions may be carried out by the group:

1. Toys:
   a. A new wagon made from a cardboard box to which large wooden button molds are attached for wheels. The button molds may be fastened to the box by means of paper fasteners with long shanks. Attach string for pulling. (This wagon may be painted if the child so desires.)
   b. Jointed animals or dolls to be cut from oak tag.
   c. Pin wheel to be made from colored construction paper. (For directions see Supplement, page 176.)

2. A picture: One drawn with crayons, or a colored picture cut from a magazine and mounted.

3. Picture books: To be made by cutting pictures from old magazines and mounting them in a book. Be sure that the book when completed is large enough for little children to handle easily, and that it has a colored cover with an attractive picture on the front.

4. Beads: Beads to be made of modeling clay, painted with enamel paint, or Tempera paint and shellac, and then strung. (These will not do for the tiny child who may put such things in his mouth. For such a child spools painted with bright-colored enamel paint might be strung instead of beads.)

Music Period: Begin with a selection to which the children will listen just for the sake of enjoyment. Then a short song, both simple and suggestive, such as the following may be used:

I read in God's dear Book,
"Be ye kind";
I read in God's dear Book,
"Be ye kind." *

Do not attempt to teach this song if the children are in need of activity; a rhythm or two, such as a march, a skip, or a run, will satisfy this need.

Continue singing both the old and the new songs.

Closing Prayer: Before we go home let us ask God to help us to remember to be kind and to love one another.

Dear heavenly Father, help us to remember to be kind one to another and to love one another. Help us especially to show our love for our little brothers and sisters. Amen.

Dismissal: Bring forward the flowers before the children leave. Perhaps they will suggest that each take one flower to a younger brother or sister at home. If not, a plan may be carried out of taking the flowers to a hospital or to a shut-in known to the children, or perhaps to their pastor, toward whom friendly, loving thought should be growing within the minds of the children.

* See Supplement, page 185.

LESSON IX

A LITTLE BOY HELPS JESUS

Scripture References:
The Lesson Story: John 6: 1-3.
Verses for the Week: See Lesson VI.

Objective for the Lesson: To strengthen the desire to be Jesus' helper through a willingness to share possessions and pleasures with others.

Materials: Picture of Jesus Feeding the Multitude, by Hardy. (Perhaps there is one in the Sunday School collection.) A Nativity picture; drawing paper; crayons; and any materials needed to finish projects already started.

Procedure

If the children have not already caught the desire to be helpers, this lesson should furnish further incentive. During every activity of the session, help the children to work coöperatively, sharing with one another and giving assistance wherever it is needed. Help them to feel that their own department is a part of God's world in which each child may become a helper.

As the children gather, examine the window boxes and potted plants, and care for them. Have colored crayons and large sheets of paper ready for the children to draw, picturing the growing seeds and flowers on the plants which they set out or which have been given to them, or any other subjects of their choice.

Quiet Music: A worshipful selection.

Opening Verse:

"This is God's house, and he is here to-day;
He hears each song of praise and listens when we pray."

Conversation: Let the children speak of their plants and flowers or of their outdoor gardens. If their flowers were given away yesterday, tell the children about this, emphasizing the joy that the

gift brought to the sick person, to the minister, or to some other person to whom the gift was sent.

SONG: A song of thanks, such as "Thank Him, Thank Him" (stanza 3 of "Praise Him, Praise Him." See Supplement, page 191).

PRAYER: To be built upon the suggestions given by the children.

SONG: "Jesus Loves Me."

REVIEW: Recall the "big brother" story, and invite the children to give an account of "big brother" and "big sister" experiences at home yesterday or in the recent past.

STORY: A Little Boy Helps Jesus.

Down the road one bright, sunny day walked a little boy. Under his arm he carried a package. It was the lunch which his mother had given him, for the little boy was to be gone all day. He was going to see Jesus. Every few steps the little boy would turn around to wave good-by to his mother, who stood in the doorway watching him. He waved and waved until he had gone so far down the road that he could no longer see her.

As he walked along he heard the birds singing in the trees. He saw the beautiful flowers growing in the fields. He felt the cool breezes as they hurried by.

"Jesus would like these flowers, I am sure," thought the boy. "He would like these birds, too, for I have heard people say he often speaks of birds and flowers. He says God cares for them."

The little boy was very happy. Soon he would find Jesus. Jesus liked to have the children come. He had said so. The child began to sing a song.

On and on he went. Whenever he grew very tired of walking he would sit down under a large, shady tree, or paddle his bare feet in the brook by the side of the road. But he did not stop long, for he wanted to find Jesus. By and by he came to a large lake. The little boy liked that. He liked to watch the rippling water as it sparkled in the sun.

"On the shore of the lake will be a good place to eat my lunch," he thought to himself. But when he began to look about for a place to sit, he saw on the shore, not far away, a great crowd of people.

"Jesus must be there!" said the little boy. "He must be there! Wherever he goes, a great crowd of people follow him. Mother told me so. I've always wanted to see him. Perhaps to-day I shall be very near him and hear him speak. I want to hear him tell stories."

Then, forgetting everything else, the little boy ran toward the crowd as fast as he could run.

And Jesus was there! He was right in the midst of the crowd. The little boy saw him heal the sick. He saw him make the blind to see.

He saw him help the lame to walk. He heard his kind voice as he talked to the people and told them stories about a loving Father in heaven. "God loves us and wants us to be good," Jesus told the people.

"I love Jesus!" said the little boy to himself. "I wish I could show him how much I love him."

When it began to grow late some of Jesus' disciples thought it was time for the people to go home. The little boy heard them as they said to Jesus:

"Shall we send the people away? It is getting late and they must be hungry. There is no food for them here, and we have not money enough to buy food for so many."

"Do not send them away," answered Jesus.

Just then, the little boy remembered his lunch. He had been so glad to be near Jesus that he had forgotten to eat.

"I'll give my lunch to Jesus," he thought. Then, turning to one of Jesus' helpers, who was standing near by, he said:

"Please give my lunch to Jesus! There are five loaves and two fishes, and I want him to have them."

"Here are five loaves and two fishes!" said the helper, as he handed the lunch to Jesus. "But that is not enough for all these people."

Jesus smiled as he took the food; he told the disciples to ask the people to sit down on the grass. Then, while it was very quiet and the people sat with bowed heads, Jesus said, "Thank you," to the heavenly Father. After that, he broke the bread and the fishes into pieces, and the little boy was surprised to see that, instead of his tiny lunch, there were baskets full of food. There was food enough for all the people!

How happy the little boy was as he walked home that evening! He was glad that he had found a way to help Jesus.

CONVERSATION: (Call attention to the Nativity picture.)This same Jesus, who came to earth as a tiny baby, is the one who, when he had become a man, gave food to the hungry people. He came to help people to learn about the heavenly Father. He had some helpers when he lived on earth, and he still needs helpers. How can we be helpers? (Let the children make as many suggestions as possible. To share toys and books with others; to be happy and ready to smile; and to do the helpful things that make others happy; to be kind by helping baby when he gets hurt, and by picking up his things when they fall to the floor; and to show love for one another are some of the ways in which children can become helpers. Speak of the disposition made yesterday of the children's flowers and remind them that, in sharing these, they were truly helpers.)

DRAMATIC PLAY: Ways in which we can be Jesus' helpers. (Let the children take turns in dramatizing ways in which to be helpful while the rest of the group guess the activity.)

Scripture: Let us say the two little verses that will help us to remember some of the ways in which we may be Jesus' helpers:

"Love one another."
"Be ye kind one to another."

Out-of-Door Play: Dramatize one of the favorite stories told during this week. The stories of Baby Moses or the big brother would work out well. If the outdoor gardens still need attention, time may be taken for this, and a brief circle game played, in addition.

Rest Period.

Luncheon Period.

Music Period: Sing the song, "I Read in God's Dear Book." (See Supplement, page 185.)

Suggested Activities: 1. Free-hand drawings, showing ways in which children may be helpers.

2. Continued work on gifts for younger children if necessary, or upon any project that remains unfinished.

Closing Prayer: Dear Jesus, we want to be thy helpers. May we remember to play with little brother or sister, to share our toys, and to do cheerfully whatever mother asks us to do. Amen.

Dismissal.

LESSON X

RECALL

Scripture References:

Review Verses: Eph. 4:32a; I John 4:8b, 19.
New Verses: Ps. 54:4a; I Peter 5:7b.
(Choose one for conversation and for appreciation, but not for drill.)

Objective for the Lesson: To inspire a deeper love for God, expressed in concrete acts of helpfulness.

Materials: Pictures used during week; equipment for play and completion of handwork projects.

Procedure

Review in your own mind the sessions of the past week. Have you realized the goals which you set for yourself and your children? Could you see that each lesson contributed something to the outcome for the week, and that the outcome for each day was realized, to some extent, at least? If not, here is an opportunity to go back and reëmphasize some truth you wish to make more emphatic. Perhaps a number of children were absent during the week. Here is a suitable time to help them to make up what they lost during their absence.

Allow the children much freedom of choice during the session. Let them relive in their work and play the experiences that have been particularly pleasant. Be prepared to retell any of the stories you have used so far, and to guide the children in the repetition of any dramatization which they may choose. This should be a profitable day, and an especially happy one, as teacher and pupils worship, work, and play together.

During the free period let the children choose, from the pictures used during the week, the ones which they want to hang on the walls to-day. Permit them to use freely any of the equipment that you may have either for play or for other expression.

QUIET MUSIC: To call the children to the group.

OPENING VERSE:

"I was glad when they said unto me,
Let us go unto the house of the Lord."

SONG: Let us show that we are glad by singing our happiest song. What would you like to sing? (Song chosen by the children.)

PRAYER: Let us tell God we are glad. What shall we say? (Let the children express themselves in prayer if they are willing. If not, combine their suggestions into a prayer. The children may repeat this prayer after the teacher, if the teacher so desires.)

SONG: One chosen by the children.

CONVERSATION: (The teacher may prefer to talk only of the familiar verses which she has used during this week. The suggestions below refer to the first one of the two new verses. Adapt the approach if some other verse is your preference.) We have been talking about helpers, about the people who do helpful things for us. And we have been talking about ways in which we can do helpful things for others. Now I want to read a verse to you from God's Book, the Bible, about the greatest of all helpers. (Read Ps. 54:4: "God is my helper.")

God is our best helper. If we did not have God, we should not have all the wonderful things he has sent. What are some of the ways in which God helps us? (Help the children to recall some of the discoveries they have made during the last two weeks. Perhaps they will remember some of the ways in which God helps us through nature. Father and mother should be recognized as, perhaps, the most important helpers in God's world. Call attention, too, to the other helpers who come to the home—the maid, the washerwoman, the cleaning woman, the dressmaker, the governess, or any others the children may suggest. These, too, should be recognized and respected as helpers who minister to the needs of God's children.)

These helpers are God's helpers, too. How can we show them that we are pleased because they do so much for us? Yes, we can be polite by saying, "Please" and "Thank you." We can get things they need. (Stress again the fact that when we do helpful things for each other, we show our love not only to people but also to God.)

DRAMATIC PLAY: Ways in which we may be God's helpers, such as: playing with baby; sharing toys; watering plants; doing things

that are hard, like helping in the house when we want to play outdoors; and willingly obeying parents. Any other dramatization which the children may choose may be used.

CONVERSATION: People can tell what kind of boys or girls children are by the way they act. We can know about one another by the way we act here in our Vacation Church School. I saw one of our little girls give her doll to another little girl who was crying. (Use any incident you have observed.) What kind of little girl was she? (Let the children recall familiar verses that will help them in answering this question.) Yes, she was kind and loving, and she was a helper, too. She helped to make the other little girl happy.

I told you one day about three little children who loved their mother. Do you remember the story? I will tell it again, and then you can tell me what kind of children you think these story children are. (Recite, or retell as a story, the poem which may be found on page 65. If you recite the poem, stop after each stanza to ask questions and to make a place for comment.)

What kind of little boy was John? Was he a helper? What kind of little girl was Nell? Was she a helper? What kind of little girl was Nan? Was she a helper? How do you know? What kind of boys and girls shall we try to be? (Read from the Bible Eph. 4:32a and I John 4:1c.) Who would like to say these verses all by himself or herself?

OUT-OF-DOOR PLAY: Dramatize the poem beginning "'I love you, mother,' said little John." Let the children dramatize ways in which they can show their love for mother by being helpful.

REST PERIOD.

LUNCHEON PERIOD.

STORY: To be chosen by the children.

ACTIVITIES: Finish any projects which are incomplete. Those who have completed all their work may undertake any of the following:

1. Illustrate a story with free-hand drawing.
2. Help to put the room and toys in order.
3. Carry out some special interest either in play or in handwork.

MUSIC PERIOD: Permit the children to choose the songs which they will sing. A little time might be spent on further work on the new song if the children need it. Let them sing the song perhaps in connection with playing father and mother.

Closing Prayer: Heavenly Father, we are glad that thou art our Helper. Help us to remember to be helpers, too. Amen.

Dismissal.

Note: Read the plan for Lesson XIV, especially the list of materials on page 100. *Send to-day* for the "Healthland Map" (price, ten cents).* This interesting map can be adapted in a great variety of ways. See page 167 in the Supplement for details as to how one school worked out an interesting and profitable group enterprise with the help of this material.

* To be secured from the American Child Health Association, 370 Seventh Avenue, New York, N. Y.

LESSON XI

LETTIE COMES TO HELP MOTHER AND ME

SCRIPTURE REFERENCES:

The Lesson Story: Luke 10:38-42.

Verses for the Week: Eph. 4:32a; Ps. 138:1; 145:9; I John 4:8b; I Peter 5:7b.

OBJECTIVE FOR THE LESSON: To develop a new interest in home helpers other than parents and loved ones who minister to the child's comfort and pleasure; to cause children to regard the efforts of such helpers with more appreciation.

MATERIALS: Pictures: Jesus Feeding the Multitude, by Hardy; Jesus Helping the Fishermen, by Hole; Jesus Healing the Nobleman's Son, by Fraser.

Note: Have you sent for the Healthland Map to be developed by you in Lessons XIV and XV of this week?

Procedure

Little children, through their lack of experience and understanding, usually take too much for granted, including the services rendered by outsiders who come into the home. Children need to be made conscious of the fact that these people are helpers, too.

Special stress should be laid on the greatest of all God's helpers—Jesus. Pictures of Jesus as he fed the multitudes, helped the fishermen, and healed the sick, would be of value for use at this time.

As the children come in, call their attention to the pictures of Jesus, the Helper, which you have placed conveniently about the room. Be sure that the pictures are on a level with the eyes of the children, and that they feel free to touch the pictured characters as they talk with you and with one another about them. The children should also spend some time in caring for their plants and flowers.

Suggest a visit to the garden out of doors or indoors as the first activity this morning. The children will want to make sure that the flowers are growing. Perhaps they can decide now what needs

to be done for their gardens, doing the work themselves later in the period as suggested. This observation and discussion will lead naturally to a recall of God's helpers in the garden, and a song or prayer of praise would naturally follow as they stand around the garden bed or window box.

QUIET MUSIC: To call the children together.

SONG: "Jesus Loves Me."

PRAYER:

For this new morning with its light,
For rest and shelter of the night,
For health and food, for love and friends,
For everything Thy goodness sends,
We thank thee, heavenly Father. *

Since we have been coming to this Vacation Church School, we have been thinking how good God is to provide so many helpers for us. Do you remember some of the helpers he has sent? (Help the children to recall those in nature, and some of the people who are God's helpers.) We want to be helpers, too. Last week we learned two verses that will help us to remember ways in which we can help. Do you remember them? "Love one another" and "Be ye kind one to another." (Have the children repeat them with you.)

Jesus was God's very best helper. He helped those who were sick or in trouble. He helped people to be good and to do as the heavenly Father wanted them to do. He helped people to know that God loved them. His friends loved him and were glad when he came to visit them.

STORY: The Bethany Home Story.

There was a quiet little town, named Bethany, where Jesus liked to go. He did not have a home of his own, but some of his friends lived there.

It was a lovely, happy place for him to go when he was tired. And he was tired many times as he went about doing good—telling stories and making sick people well.

One day after he had told one of his nicest stories, Jesus went to a Bethany home for a rest. Mary and Martha lived there. They both tried to show him how glad they were to have him, but they showed him in different ways. Martha cooked good things to eat. She cooked more things to eat than they really needed. She did this because she loved Jesus.

Mary sat at Jesus' feet and talked to him and listened to what he said. She did this because she loved him and liked to be near him.

* See Supplement, page 164.

One day there was, in another home, a party for Jesus, and Mary and Martha were invited to it.

Mary said to herself: "I wish that I could show him how much I love him. I will give one of my very best gifts to him."

Her very best gift was a bottle of sweet-smelling perfume that had cost much money. So, while everybody was at the table, she walked very quietly to where Jesus sat. She took out her beautiful bottle and poured all of the sweet-smelling perfume on Jesus. The whole room smelled sweet, and one of the people there said, "She is wasting her precious perfume." But Jesus said: "Do not say that! She did this to show that she loved me. Gifts that are given to me are not wasted."

Many persons since that time have heard about Mary's gift to Jesus, and have said, "I want to give something fine and precious to him, too."

—Elizabeth McE. Shields, in "Beginners Teacher's Quarterly." Published by the Presbyterian Church U. S., and used by permission.

Conversation: How many of you are glad when people come to your home? How do you treat them when they come? Do you listen politely while they talk? (Get as many responses as possible from the children. Bring out the thought that the best of everything should be given to guests, and that we should remember to say, "Please" and "Thank you.")

Play: Receiving visitors. Let the children play that they visit one another. Help them to perform acts of courtesy. Stress the necessity for friendliness and kindliness, and for making the guest feel at ease. The use of Eph. 4:32a will motivate the play splendidly.

Music Period: Play a selection on the piano to which the children may listen. This is for sheer enjoyment of one of the forms of beauty. Sing both old and new songs.

Out-of-Door Play: For suggestions for games, see Supplement, page 165. If outdoor gardens have been made, they may need attention.

Rest Period.

Luncheon Period.

Story Approach: Encourage the children to speak freely of home helpers, such as: the grocer's delivery boy, the cleaning woman, the ash man, and other more or less generally unappreciated workers, whose contributions toward our comfort and happiness should not be overlooked.

STORY: Lettie Comes to Help Mother and Me.

"Good morning, Sammy," said Lettie.

"Good morning, Lettie," said Sammy. "Have you come to help mother and me to-day?"

"Yes, indeed," said Lettie. "Where are all those little suits of yours and pretty dresses of mother's that need to be made fresh and clean again?"

"Mother and I put them in the basket downstairs with all the other things that need washing," said Sammy, as Lettie started for the laundry.

Sammy followed Lettie downstairs, for he liked to watch her put the clothes in the big washing machine. Into the washing machine went all of Sammy's little white suits. Into the washing machine went all of mother's pretty white dresses. Into the washing machine went daddy's white shirts. And into the washing machine went all the white handkerchiefs—those that belonged to Sammy, those that belonged to mother, and those that belonged to daddy. In a few minutes Sammy could hear the washing machine go "splash, splash; splash, splash," as the clothes were bounced up and down in the warm, soapy water.

"Old Mr. Dirt won't like that, will he?" asked Sammy.

"No, he won't," answered Lettie. "I believe he has already begun to run away."

"I think you make Mr. Dirt run very fast, Lettie," said Sammy, as Lettie began to take the snow-white clothes out of the washing machine. "Maybe Mr. Dirt doesn't like you, and that is the reason he runs so fast. But I like you! You are always helping mother and me. My mother says you are one of our best helpers."

"Thank you, Sammy," said Lettie. "I, too, am glad for my good helpers with the washing—the wind and the bright, warm sunshine."

PLAY: Let the children choose two or three home helpers and, through dramatic play, relive the experiences growing out of the work of those who help to make us more comfortable in the home. (See suggestions for approach to the story through informal conversation.)

PRAYER: Prayer of thanks for helpers who come to the home. Encourage individual children to express their thoughts in prayer. A sentence is enough. Do not force those who are too timid to volunteer.

DISMISSAL.

H. Armstrong Roberts

"Thank You, Mr. Postman"

LESSON XII

MY FRIEND THE POSTMAN BRINGS ME A SURPRISE

SCRIPTURE REFERENCES:
The Lesson Story: Rom. 1:1-15; 16:1, 2.
Verses for the Week (see Lesson XI).

OBJECTIVE FOR THE LESSON: To increase appreciation for those who serve, especially for the postman.

MATERIALS: Pictures of a postman delivering mail; something beautiful, such as bouquet of flowers, prism in sunlight, or picture of birds; drawing paper; crayons.

Procedure

Let the children, as they gather for the session, enter into a period of free activity. Materials for their use, such as modeling clay, blocks, housekeeping toys, pictures, and the sand table, should be conveniently arranged to allow free choice. See that the growing seeds and potted plants or cut flowers within the department are cared for by the children.

QUIET MUSIC: To call the children into a group.

OPENING VERSE:

"This is God's house, and he is here to-day;
He hears each song of praise and listens when we pray."

SONG: "Let the Merry Sunshine In"; "God, Who Made the Earth"; or "Praise Him, Praise Him."

PRAYER: Do you know what time of year this is? Yes, it is summer time. Do you like the summer? Can you name some of the things that summer brings? All these things help to make us happy. Would you like to tell God about it?

What would you like to say to him this morning? (If the children are willing, let them voice their own prayers. If not, build a prayer from their suggestions.)

Song: To be chosen by the children.

Conversation: Before I left my home this morning, one of the helpers in God's world brought something to me that I like to receive. It was a letter. Can you guess who brought it? Yes, it was the postman. Does a postman come to your house, Ruth? Do you sometimes watch for him when mother or daddy expects a letter? Can you tell when he is coming before he gets to your house? How? (A whistle, uniform, or bag usually distinguishes the postman.)

Here is a picture of a postman! Is that the way your postman looks, Betty Sue? What has he on his back? What do you think is in the bag?

Story Approach: Long, long ago there were no postmen like those we have to-day. Whenever a person wanted to send a letter, he had to wait until he could find some one who was going to the place where he wanted his letter to go. Then he would ask the traveler to carry the letter for him. That often took a long time. Traveling was very slow in those day. There were no fast automobiles, or trains, or aëroplanes then. Sometimes a letter reached the person to whom it was sent long, long after it had been written. No one seemed to mind, though. Everyone feels very happy about getting a letter, whether it has been written for a long time or not. Even in those long-ago days, people liked to receive letters, and we do, too.

Story: Paul's Letter Makes His Friends Happy.

Long ago Jesus had a helper whose name was Paul. He went about as Jesus did, and taught the people about the loving heavenly Father who had sent his son, Jesus, to live on earth.

As Paul traveled about, he made many friends. People grew to love him and Paul loved them. The people felt sad when Paul had to be away on a long journey.

Once when Paul had been away from some of his friends for a long time, he decided that he would send them a letter. And this it what he said to his friends:

"I thank God for you all. I speak of you always in my prayers, and I ask that I may go to see you. I long to see you so that we may help each other. Phœbe, a helper in the Church, is going to you. She has done many helpful things for the Church and for me. Be good and kind to her, and help her in whatever way you can."

This letter made Paul's friends very happy. They were glad that Paul remembered them, even though he was far away. They were glad to see Phœbe; and they were kind to her.

Conversation: How many of you like to have the postman bring you letters? (Let the children tell of their joy when letters or post

cards come to them. Everyone might play he is a postman, and march around the room while the piano is played. At the end of the march, continue the conversation.) I know a story about a little girl who was happy when the postman brought her a letter. I think she was as happy as you are when the postman brings you something. Would you like to hear the story about this little girl?

STORY: Jean's Letter.

(The story-teller should begin the story by singing softly the song which Jean sang as she stood at the window. See Supplement, page 191, for the melody.)

"Our postman's coming down the street;
I see him! Oh, I see him!
He speaks to everyone he meets;
I see him! Oh, I see him!"

Jean sang that song as she stood at the front window and watched the postman as he delivered the mail.

"Oh, he is going in at Dorothy's gate, mother. And look! Teddy is running to meet him. Teddy is wagging his tail and running all around the postman as though he were glad to see him. I wonder what the postman is saying to him. There is Dorothy at the door with her mother! And O mother, the postman is giving Dorothy a letter! It is a little letter. Maybe he has one for me, too. Do you think he has, mother?" asked Jean.

"I do not know, dear," answered her mother, as she came to the window and stood close to Jean. "But I guess we shall know very soon, for Mr. Postman is almost at our house."

"Goody! Goody! Goody! He is coming up our path. May I go to the door with you, mother?" asked Jean, as her mother started toward the door.

"Yes, indeed," answered her mother, "and you may take the mail."

Jean ran as fast as she could and opened the door before the postman had time to ring the bell.

"Good morning, Mr. Postman!" Jean greeted him gayly. "I'll take the mail, if you please! Have you a letter for me to-day?"

"We shall see," answered the postman. "Now, here is one for mother! And here is one for daddy! And another one for daddy! And one more for mother! And here is one that says, 'To Miss Jean McIntyre'! Does anyone by that name live here?"

"That is mine! Oh, I did get a letter!"

Then, as the postman turned to go down the steps, Jean said, "Thank you, Mr. Postman, for bringing a letter to me!"

"Glad to do it, Miss Jean! Glad to do it!" answered the postman, with a friendly smile.

"This looks just like Dorothy's letter," said Jean. "I wonder who could have sent it? Will you read it to me, mother, if you please?"

While Jean was talking, she tore the envelope open and then her mother read:

Dear Jean:
You are invited to a party to be held at the Sunday School on Saturday afternoon. Please come and bring your mother.
Your Sunday School teacher.

"A party!" exclaimed Jean. "And Dorothy is invited, too. Wasn't that a good postman to bring me an invitation to a party? I'll say, 'Thank you,' to him again, when he comes to-morrow." Then, as Jean stood looking down the street, she sang:

"Our postman's coming down the street;
I see him! Oh, I see him!
He speaks to everyone he meets;
I see him! Oh, I see him!" *

PLAY: Let us play a new kind of game to-day! Let us play that our mothers have gone away from home, and that they have sent letters to us! Who would like to be the postman and bring the letters? (The child who plays postman pretends to hand a letter to each Beginner.) Would you like to read your letter to us, Marjorie? What did your mother write to you? (Let several of the children pretend to read their imaginary messages. Then repeat the play, choosing another child for the postman. This time, as the postman delivers the mail, the children might try to sing with you the song that Jean sang as she watched the postman coming down the street:

Our postman's coming down the street;
I see him! Oh, I see him!
He speaks to everyone he meets;
I see him! Oh, I see him! *

(The messages might be from father, who is away on a business trip, or from anyone whom the children suggest.)

OUT-OF-DOOR PLAY: If there is shade, let the children play housekeeping. Playing the parts of father, mother, big brother, and big sister, will help them to recall stories which have been told to them previously, and to give practice in right conduct. Let the children take turns in playing the parts of others, and include in the program the cleaning woman, who either scrubs the floor or washes the clothes; the ash man, who cares for the ashes; and the postman, who brings good news. Let them play, too, perhaps, that company is expected; so that preparations for the comfort of the guest may be planned, or the arrival of the guest himself or herself may figure

* See Supplement, page 191.

in the play. Such conduct play can be broken up into parts, and adapted according to the time allowed for this play period.

Rest Period.

Luncheon Period.

Activities: 1. The children might prepare picture messages to be carried to their mothers or daddies. Any drawings which express loving thoughts would be appropriate.

2. Discussion and dramatization of ways to be polite to the postman and to other home helpers: to say, "Good morning"; and to remember to say, "Thank you," when letters are delivered or other service is rendered are forms of courtesy which even the smallest children of the department can practice.

Music Period: Review the songs learned so far. Begin to teach the prayer song, "Dear Father, Help Us Each" (for the music see Supplement, page 190):

Dear Father, help us each to be
Thy loving child to-day;
Like Jesus may we try to be
In all we do and say. Amen.

Closing Prayer.

Dismissal.

LESSON XIII

MY FRIENDS TEACH ME THAT GOD IS GOOD (GRATITUDE FOR FOOD)

Scripture References:

Verses for the Week (see Lesson XII): Ps. 138:1; I John 4:8; I Peter 5:7b.

Objective for the Lesson: To increase appreciation for God's gift of food, and for the people who help it to grow or who prepare it for our use.

Materials: Pictures of vegetables and fruits in their natural colors; pictures of growing plants bearing food; colored construction paper; drawing paper; paste; scissors; crayons.

Procedure

If it is at all possible, arrange to take the children on an excursion where they may see food growing. A vegetable garden or an orchard, or both, would do more to make the lesson impressive than pictures can possibly do. Arrange with the farmer or gardener before the excursion is undertaken. If the locality or circumstances prevent such an excursion, the children might be taken to a store where there is a display of attractive fresh fruits and vegetables. This visit could be supplemented with pictures of things growing when the group returns to the school.

On an excursion to a garden or orchard, there will probably be very little time for a so-called program. While you are out of doors with the children, talk with them of the heavenly Father who makes all our food possible. Recall to their minds God's gifts of the sun and the rain. Help them to remember the way the twins' flower garden was helped to grow. (See lessons under Unit I.) Then in the midst of the children's wonder and admiration, have them sing:

"Thank Him, thank him, all ye little children,
He is love, he is love,
Thank him, thank him, all ye little children,
He is love, he is love." *

* See Supplement, page 191, and footnote, page 29.

You will, of course, want the gardener to talk to the children. Have him tell them a little about the care he must give to the plants: digging to keep the earth soft; weeding to give the plants room to grow; and spraying to prevent the bugs from eating the green leaves.

Help the children to realize, during this excursion, that the farmer, or the gardener, is a very important person in God's world. It is he who cares for the plants and the trees that give us our food.

If it is necessary to be content with a trip to the grocery store, there will be time for activities when the children return to their room. If a garden has been visited, your time may be so limited that only a few of the following suggestions may be used. In that case, choose those which best fit your group.

As the children come, talk with them of your plan for an excursion. This brief walk will take place at the beginning of the session.

QUIET MUSIC: Something soft and worshipful. (See Supplement, pages 194-197, 199, and 204.)

PRAYER: God cares for us. Our Bible says so. He has given us many good gifts. Can you tell what some of them are? Yes—the sun; the rain; plants from which we get our food; and farmers to take care of the plants. What should we say to those who give us things? Shall we say, "Thank you," to God?

Dear heavenly Father, we want to thank thee for thy good gifts to us; for plants that give us food; for trees that give us fruit; and for the farmer who helps to take care of these things. Help us to remember that the farmer is one of thy helpers. Amen.

SONG: "Can a Little Child Like Me." (See Supplement, page 193.)

PLAY: "Shall I show you how the farmer?" (words and music may be found in "Children's Singing Games," by Mari Hofer) or "oats, peas, beans, and barley grow" (for words and music see "Games for the Playground, Home, School, and Gymnasium," by Jessie H. Bancroft). If these songs are not available, let the children play "did you ever see a lassie?" to the words, "did you ever see a farmer?" or "a postman?" or "an ash man?" or "a helper?" suiting the words to appropriate action. Watch for opportunities in the play periods to commend the children for evidences of kindness shown to one

another. If such evidences are lacking, remind them of their intentions to be kind by repeating softly, "Be ye kind one to another." Make as frequent use of the verse as can be done naturally.

Sunshine and Rain

What makes the fruit grow on the tree?
What makes the flowers we love to see?
What makes the grass and yellow grain?
It is the sunshine and the rain.

Who made the sunshine, warm and bright,
To make things grow, and give us light?
Who made the gentle rain to fall?
Our heavenly Father—he made all. *

REST PERIOD.

LUNCHEON PERIOD.

RECITATION:

Wonderful

I use my little hoe and spade
To plant the seed that God has made.
He sends the sunshine and the rain
And it becomes a plant again,
With root and stem and leaves complete,
A blossom that is very sweet.
All this from just one tiny seed!
Our God is wonderful indeed! †

DRAMATIC PLAY: Growing plants. (See Lesson I, page 31.)

MUSIC PERIOD: Review the nature song learned during the first week. (For music, see Supplement, page 187.)

First a seed so tiny,
Hidden from the sight;
Then two pretty leaflets
Struggling toward the light.

* See Supplement, page 163.
† See footnote, page 33.

Sing the prayer song started yesterday; and sing any songs which the children may choose.

ACTIVITIES: 1. Food posters.

Fruits and vegetables cut from colored paper, or pictures of food cut from magazines and mounted on construction paper.

2. "My 'Thank You' Book."

Pictures of things for which the children are thankful, cut from old magazines and pasted into books. (These books may be made by folding large sheets of paper through the middle, and fastening two or three of these sheets together with colored yarn or paper fasteners. If desired, covers for the books may be made from construction paper on which a picture or design has been placed.)

3. Free-hand drawings of fruits and vegetables.

CLOSING PRAYER: Dear Father, we are glad for thy loving care which is shown in many beautiful ways. Help us to remember to show our love by the things we do. Amen.

LESSON XIV

I FIND A NEW FRIEND (THE DOCTOR)

SCRIPTURE REFERENCES:
The Lesson Story: Mark 1:29-31.
Verses for the Week (see Lesson XI): I Peter 5:7b.

OBJECTIVE FOR THE LESSON: To help the children to regard the doctor as one of God's helpers; to help them to gain confidence in his friendly intentions and to awaken in them feelings of friendliness toward him.

MATERIALS: Pictures of doctors caring for children; pictures of children at play out of doors; pictures of children eating good, substantial food; Healthland Map.

Procedure

What a task is that of the teacher of little children! It is a mixture of joy and hardships, of privileges and anxieties; but it is indeed a glorious privilege to have a part in the training of the children in God's earth family. It is true that many of the problems which a Beginners teacher must try to overcome would cease to be problems, or at least would be insignificant, if parents and other adults used more thought in the training of the children in their care. The thoughtless conversation and threats of many of them have brought fear into the minds of the majority of children; and have made a sort of "bogey" out of some whose service to the community is inestimable.

How many of your group consider the doctor one of their real friends and helpers? How many of them, like little Sammy, coax to go to see "nice Dr. Hall," or suddenly develop a toothache when in the vicinity of the dentist's office? You will probably find that the tendency is to flee, instead. Yet, Sammy's attitude of friendliness is the one we covet for all little children, and the teacher's influence can do a great deal to develop it.

All the way through this lesson paint the doctor in word pictures. Make him a friend of little children, a helper in God's world,

a kind, interested person who makes sick people well. Try to lead the children to understand that he is helping to carry on the work of healing that Jesus started when he was on earth.

Secure, if possible, a picture or two of kind, friendly-looking doctors caring for little children. (Some dentifrice companies use such pictures to advertise their products.) Have, also, some pictures of healthy children playing in the sunshine and eating good, substantial food. While it is a fact that the children will get a great deal of health training in the public school when they are old enough to go, the school of religion should not be satisfied to leave all such training to the public school. The desire for health, the appreciation of those who help us to get it or to keep it, and attitudes of friendliness are vital parts of our obligations as Christians, and should receive development through the Church School.

As the children care for their flowers to-day, or if any cut flowers have been brought to the room, remind them of playmates, neighbors, or friends who may be sick, and try to have them suggest the plan of sharing their flowers with the person or persons who may be ill. They might make a pretty decoration for one of the flowerpots and lend the plant to a member of the group who has been ill. Have toys, modeling clay, and other materials convenient for free play.

QUIET MUSIC: To call the children into a group.

PRAYER: Shall we speak to God, our heavenly Father?

For this new morning with its light,
For rest and shelter of the night,
For health and food, for love and friends,
For everything Thy goodness sends,
We thank thee, heavenly Father.*

SONG: Would you like to sing one of your prettiest songs this morning? What shall it be, Gordon? (Song chosen by a child.)

CONVERSATION: Do you know that —— is sick and cannot come to our Vacation Church School to-day? (Or use the name of some one else who is known to the children.) That is why we planned to send our flowers to him to-day. I think he will soon be back, though, for his friend, the doctor, came to see him and told him how to get well. (Adapt to circumstances.)

Do you get sick sometimes, Edwin? Whom does mother call to come and see you then? Who came to see you, Ellen, when your

* See Supplement, page 164.

throat was dreadfully sore last spring? The doctor is a good friend to have, isn't he? He is one of God's very important helpers. Do you know why? (Give the children an opportunity to express what they know and feel about the doctor.)

Picture Study: Here is a picture of a little boy (or girl) who looks well and strong. Yes, he is playing out of doors in the good, fresh air, and warm sunshine. The sun not only helps flowers and food to grow, but it helps boys and girls to grow strong. Let us sing our song about the sunshine, shall we?

Song: "Let the Merry Sunshine In." (For music see Supplement, page 186.)

Let the merry sunshine in,
Let the merry sunshine in.
Open all the windows, open all the doors,
Let the merry sunshine in.

Play: Let us play that we are going for a good walk in the sunshine. (Go for a walk around the room, while the pianist plays a brisk march.) Perhaps you would like to play the shadow game that the twins played. Would you? (See page 47.) (Use in a similar way any other familiar activities that would be appropriate at this time.)

Story Approach: I am thinking of a Man who lived long ago, who loved little children and wanted them to be well. He helped the lame children, and the big folks, too. He opened their blind eyes, and he made their sick bodies well. Once, a father came running to this man and said: "My little boy is very sick. Please make him well!" And the Man did. Can you guess of what Man I am thinking? Yes, his name is Jesus. When Jesus lived on earth he made many sick people well. Do you remember the story about the little boy who was very sick? (Let one of the children who is willing tell the story of "A Father Asks Jesus to Help His Little Boy." Or perhaps one child will start the story and another finish it. Be ready to help with simple questions if the children hesitate or seem at a loss.)

Jesus was always doing helpful things. Perhaps that is one reason why his friends loved him.

Story: Jesus Heals a Mother.

Jesus often went to the Temple, God's house. He liked to go there and read about the heavenly Father. He liked to go there and think about the

heavenly Father. And he liked to go there and talk to the heavenly Father. The heavenly Father always seemed very near to Jesus when he was in the Temple.

One day Jesus had been to the Temple with some of his friends. After he had thought of God and talked to him, Jesus and his friends left the Temple and started down the road toward his friend Peter's home.

Peter, the fisherman, loved Jesus dearly, and Jesus loved Peter. Peter and his family lived on the shore of a beautiful lake. They were always glad to have Jesus visit them. But on this day Peter and his wife were especially glad to have Jesus come. One of their loved ones, Peter's wife's mother, was sick, and this had made them sad.

"Perhaps Jesus will make her well," they thought as they saw him coming down the road.

"I am glad you have come," said Peter's wife to Jesus. "Our mother is sick. She has a fever, and has had to go to bed. Do make her well!"

Jesus went in to see the mother. He felt her hand, and it was very hot. He felt her head, and it was hot, too. Then Jesus knew that the mother was very sick. But Jesus did not let her stay sick. He made her well. He took her by the hand and gently raised her up from the bed. And the mother began to feel better right away. In a little while she went about the house as strong and well as ever, and did many things to make Jesus and his friends comfortable.

When Jesus' visit was over, and he and his friends left Peter's home, everyone was happy.

"It is good to have a friend like Jesus," said Peter, as he watched Jesus disappear down the road.

"Yes," answered the mother, "and I am glad he came to-day. He has made me well and strong again."

Out-of-Door Play: Let the children take an imaginary trip to Healthland; mark off the various villages on the playground. A pile of blocks may represent "Long Sleep Mountains"; an oatmeal box, "Oatmealo"; an orange, "Orange Valley"; a glass, "Drink-water"; a toy, "Play Meadows"; and so on. When the children have had an opportunity to see the villages represented, and to recall the stops which they made before coming to school (that is, whether or not they bathed, or had an orange, milk, oatmeal, or water), let them form themselves into a train. This may be done by taking hands, or by each child's placing his hands on the shoulders of the child in front of him. Either the leader or an assistant might become the locomotive. It is necessary, in this formation, to have some one who will go slowly so that the children will not fall. As the train proceeds, let only those who have made similar stops before coming to school get off at the various stations. The Healthland Map would help you in planning this game. (See note on page 86.)

REST PERIOD.

LUNCHEON PERIOD.

ACTIVITIES: 1. Dramatization: "going to see the doctor."

The teacher might play the part of the doctor while the children take turns visiting her. Greet each child cordially; inquire after his health; pretend to examine his throat, pulse, hand, or arm; and prescribe simple remedies, such as: play in the sunshine, orange juice or oatmeal for breakfast, spinach, carrots, milk, and the like to make him grow big and strong.

2. Discussion: "Ways in Which Children Can Help Themselves to Keep Well."

One of the emphases should, of course, be on proper food. Such a discussion would be especially appropriate after a visit to the garden or orchard on the previous day. The pictures of fruits and vegetables which you used in the lesson, "My Friends Teach Me That God Is Good," would help here in making your teaching concrete.

A TRIP TO HEALTHLAND: Play again the Healthland game used during the outdoor period, adding other stops. Or, if desired, "Healthland" may be built in a way similar to that described on page 167.

MUSIC PERIOD: A review of songs.

CLOSING PRAYER: Sing the prayer song. (For music see Supplement, page 190.)

Dear Father, help us each to be
Thy loving child to-day;
Like Jesus may we try to be
In all we do and say. Amen.

LESSON XV

RECALL

Scripture References: The Scripture for the week.

Objective for the Lesson: To awaken a sense of joy in the gifts of the heavenly Father, and an appreciation of the many helpers which he has given to us.

Materials: Pictures used during the week; toys; housekeeping equipment; any materials needed to complete the projects already started.

Procedure

In planning the lesson for to-day check up on the desired outcome for the week (see page 9), and the objective for each day. This will help you to determine just where you should place your greatest emphasis. Perhaps one of the lessons ought to be repeated; or it may be that a general review is all that is needed to fix more firmly in the minds of the children the chief values found throughout the week. It is possible, too, that, after these weeks of work and play together, the children have found some special interest that needs to be developed further, or some need that should be satisfied. This session will give you the necessary opportunity to follow the leads of the children. Study your children and make them, rather than materials, the center of your plans.

Place around the room pictures which have been used during the week. Have in readiness the housekeeping toys and equipment. Picture books and any other materials which might suggest activity should be placed in convenient places for the children.

Open the session with a period of free play. The toys and other equipment placed in view will suggest various activities to the children.

Quiet Music: A worshipful selection.

Opening Verse:

"This is God's house, and he is here to-day;
He hears each song of praise and listens when we pray."

SONG: One chosen by the children.

PRAYER: One built upon the suggestions of the children.

PICTURE STUDY: If the group is not too large, take the children for a picture walk. Let them choose their favorite pictures to carry back with them to their chairs. When the selections have been made, return to the circle and give the children an opportunity to talk about the pictures. Hold up one picture at a time. Or, if the children have the pictures which they have selected, let them take turns in showing them to the rest of the group. Encourage the children to tell why they like the pictures, and if any were used in connection with stories, give them an opportunity to tell the stories in their own words. When the pictures that were used on the day of the excursion to the garden or orchard are shown and talked about, repeat the poem, "Sunshine and Rain":

What makes the fruit grow on the tree?
What makes the flowers we love to see?
What makes the grass and yellow grain?
It is the sunshine and the rain.

Who made the sunshine, warm and bright,
To make things grow, and give us light?
Who made the gentle rain to fall?
Our heavenly Father—he made all.*

SCRIPTURE: After the picture study, read a few of the short Biblical passages that have been used so far. Eph. 4:32a; I Peter 5:7b; Ps. 145:9a; and Prov. 20:11a are verses that might be read from the Bible.

SONG: "I Read in God's Dear Book." (See Supplement, page 185.)

PRAYER SONG:

Dear Father, help us each to be
Thy loving child to-day;
Like Jesus may we try to be
In all we do and say. Amen.†

OUT-OF-DOOR PLAY: Repeat any of the play used at this period during this week. Perhaps the children will want to take a trip

* See Supplement, page 163.
† See Supplement, page 190.

again through Healthland. Be sure that the outdoor gardens, if there are such, are not being neglected.

Rest Period.

Luncheon Period.

Stories: Retell any of the stories the children may select.

Dramatic Play: Let the children dramatize their favorite story. They might also pretend to visit the garden or orchard which was visited earlier in the week, or they might repeat the dramatization of growing plants. (See page 31.)

Music Period: Play a beautiful selection to which the children may listen. For suggestions as to appropriate piano compositions see page 199 or 204.

Let the children choose the songs they would like to sing.

Activities: Try to complete any handwork projects that have not been finished. If all the work started has been completed, let the children select their own activity. It may be play; it may be the making of a gift for some loved one; or it may be the illustration of a story. The children, if given an opportunity, will follow their own particular interest.

Closing Prayer: Dear heavenly Father, be with us as we go to our homes. Watch over us while we are away from one another and bring us together ready for work and play next week. Amen.

Note: Read plans for Lessons XVI and XVIII. Then make early arrangements for a visit from the minister and from some friendly helper, or for the children to visit such, as suggested on pages 115, 116, and 121.

UNIT III
OTHER FRIENDLY HELPERS

LESSON XVI

I TRY TO BE A FRIENDLY HELPER

Scripture References:
For the Teacher: Luke 6:12-16 (story material); Luke 10:27.
For the Children: Eph. 4:32a.

Objective for the Lesson: A deeper love for Jesus, and the desire to be a friendly helper.

Materials: Pictures of children doing acts of helpfulness; writing paper, ink, drawing paper, crayons, and any materials needed for the minister's gift (see page 73 for concrete suggestions) or to continue work on the picture books already started.

Procedure

Throughout the summer, no doubt, you have been studying your group, helping them to solve problems; to develop right attitudes toward God, people, and things; and to follow certain standards of Christian living. Are there any in your group who continually accept all that may be given by you, or by the group, without ever making an effort to give in return? If so, those children need especial help and inspiration through which they may learn something of the truth, "It is more blessed to give than to receive."

Do any members of your group go along from day to day seemingly unconscious of the rest of the group or their needs? This is quite natural and in keeping with the undeveloped state of their social consciousness. But these children can be made more observing. Spend some time with them, helping them to find things that need to be done. Try, always, to recognize with a word of praise any act of helpfulness by the children. A word of appreciation at the opportune moment may add the encouragement needed for the next deed of service.

By this time, pupils and teacher ought to be well acquainted, and able to discuss problems in an open, friendly way. Through discussion, picture study, dramatization, and stories, help the children to form concrete ideas of ways in which they may be helpful at

home, at school, and on the playground. Help them to grow in love for Jesus, the Helper, and create within them the desire to follow his example of helpfulness.

Early in the period engage the group in conversation concerning the friendly helpers of whom the children have been learning. Recall particulars about the one who visited the group, or was visited, on the previous day.

After a visit to the outdoor or indoor gardens, make up a game, "friendly helpers," in which the players will be doing the things that need to be done about the room. Assign simple tasks, such as straightening the chairs; dusting the tables, chairs, and piano; watering the plants; carefully picking dead leaves and blossoms from the plants; hanging pictures; and putting toys and supplies in order.

QUIET MUSIC.

PRAYER SONG: "Father, We Thank Thee." (See Supplement, page 188.)

SONG: "God, Who Made the Earth." (See Supplement, page 188.)

SCRIPTURE: Let us see how many verses we can say about the heavenly Father, or about the way he wants us to act. (Review the memory verses which emphasize this, but do not drill.)

PRAYER: Is there anything you would like especially to say to God, our heavenly Father, to-day? (Let those who will express their own simple prayers. If the children do not respond, then offer a prayer which is made up of the suggestions of the group.)

SONG: "Dear Father, Help Us Each." (See Supplement, page 190.)

STORY: Jesus Chooses His Helpers.

There were many, many things for Jesus to do when he lived on earth. There were sick people who wanted to be made well. There were blind people who wanted to see, and lame people who wanted to walk. There were many, many people who wanted to know about the kind, loving heavenly Father. And Jesus wanted to help them. He wanted to tell about God who loved them. He wanted to help them all to think good, kind thoughts. He wanted them to be happy and help to make others happy, too, just as the heavenly Father wanted them to do. So he went about teaching the people the things which they needed to know and, always, he was ready to help those who were sick or in trouble.

Often, as Jesus traveled about, he saw that people sometimes forgot to be kind to one another. They did not love each other as the heavenly Father wanted them to do. And they were not happy. But even though

Jesus worked as hard as he could, he could not help them all at once. He needed men who could go with him sometimes, or go to one place while he went to another.

Now Jesus had many friends, but he knew that not all of these would make good helpers. Some of them were not kind enough. Some had other things which they would rather do. But there were some men among Jesus' friends whom Jesus knew would make fine helpers.

There were Peter and Andrew, who were brothers. There were James and John, who were also brothers. And there were eight other fine, strong men. These men Jesus loved dearly. So he called them and asked them to be his helpers. Every one of them said that he would be glad to do that. Every one meant to work with Jesus just as hard as he could.

From that time on these twelve men went about from place to place. Sometimes they went with Jesus and sometimes they went alone. They helped to make sick people well. They helped to make blind people see and lame people walk. But best of all, they helped to teach about the kind, loving heavenly Father, who loves all his children.

Conversation: Those helpers of Jesus lived a long time ago, but Jesus still needs helpers. Can you think of ways in which Jesus needs helpers to-day? What can we do to be his helpers? (If the children do not respond immediately, give two or three suggestions to help them to start their thinking. Children can help by being quiet when people are sick. They can go on errands to save mother, who has a great many things to do. They can make others happy by being kind and cheerful themselves. Get as many suggestions as possible from the children. Associate this thought with the various familiar memory verses dealing with kindness and with showing love to one another.)

Songs: "Jesus Loves Me." Or "I Read in God's Dear Book" (see Supplement, page 185).

Picture Study: Have several pictures of children doing acts of helpfulness. Let the children talk about each one, and tell what the pictures portray.

Dramatic Play: Speak again of the very many helpers there are in the world, and of what they do to make things more clean and comfortable for us. Then continue the game, called "friendly helpers," in which the children act out ways in which they may help others. They may imitate the actions of the children in the pictures they have just seen; or they may carry out the suggestions which they gave earlier in the session. Laying the silver around the table, carrying dishes to and from the table, dusting chairs, playing with the baby, and putting the toys in order—these are but a few of the ways

in which children may help at home. Helping a child who has fallen, keeping little ones from danger, and refraining from pushing are forms of helpfulness that may be carried out on the playground. Suggestions for ways of being helpful in the schoolroom have already been given. (See page 112.) These are only a few of many ways in which children may become "friendly helpers." Let the children suggest other ways. It may be that they could help by picking up papers from the yard, or by putting the playground equipment in order, or by taking care of the garden belonging to a sick and absent member of the group.

Out-of-Door Play.

Rest Period.

Luncheon Period.

Story: Patricia's Surprise.

Patricia lived with her mother, her daddy, her grandmother, and her dear little baby sister, Barbara. Patricia was a happy little girl. She liked to play, and run, and skip. And she liked to help her mother, too.

Now that she was five years old, there were many things Patricia could do to help. She could carry the bright knives and forks and spoons to the kitchen to be washed. And she could carry her own cereal bowl, with little rabbits painted around the inside.

When the dishes were put away, Patricia often helped her mother to dust the furniture. Then it would be time for baby sister's bath. What a happy time that was for Baby Barbara! She kicked and squealed and splashed to show how happy she was. This made Patricia and her mother laugh.

"Now I am ready for baby's clothes," Patricia's mother would say, when Baby Barbara had been dried and powdered.

"I can hand them to you, mother," Patricia would answer.

Sometimes her mother would say: "Patricia, what should I do without you, dear? You are a great help to me. You and your little hands and feet are so willing to help me! Every day I thank the heavenly Father for sending daddy and me such a good little helper." Of course, when her mother said such things, Patricia was always very happy.

One morning Patricia's mother said to grandmother: "I must go on an important errand this morning. Do you think that you and the children will be all right until I get back, grandmother? I hope I shall not need to be gone long. The housework and Baby Barbara's bath will have to wait until I come back."

"With Patricia here to help we shall be all right," smiled grandmother.

As soon as her mother had gone, Patricia said: "Grammie, let's have a surprise for mother when she comes back. I can clear the table, and wash the knives and forks and spoons."

"That will be fine," nodded grandmother. "While you are busy, I'll bathe Baby Barbara. Then I'll wash the dishes and you may dry them. How surprised mother will be!"

While Patricia went back and forth between the kitchen and the dining room, she could hear Baby Barbara's little squeals of delight. Patricia knew that her baby sister was having a good time, too.

When everything was off the table, Patricia pulled her little stool to the sink so that she might stand on it. Splash, splash, splash, went the knives and forks and spoons into the warm water. Soon they were all shiny and clean. Just then grandmother came hurrying in.

"Baby Barbara seemed glad to be tucked into her little crib for her nap," said grandmother. "She was almost asleep when I came down. My! My! How fast you have been working down here! Mother will be surprised, and glad, too. And I know Some One else who will be glad."

"Oh, I know, too," said Patricia. "The heavenly Father will be glad."

At last everything was finished. Then Patricia went to the window to watch for her mother. She cried, "O Grammie, here she comes!" And she ran to open the door. "Mother, hurry! hurry! We have the best surprise for you!"

"A surprise for me?" asked mother. "What could it be?"

"Come, and I will show you!" answered Patricia. She took her mother by the hand and led her into the dining room.

"Why, Patricia, dear, did you carry all those dishes into the kitchen?"

"Yes, mother," answered Patricia. Then she led her mother into the kitchen.

"But where are the dishes?" asked her mother as she looked around.

"They are put away. Grammie helped with the plates and things," said Patricia. "But that isn't all. Come upstairs! I want to show you Grammie's surprise. You come, too, Grammie!" she cried, taking her grandmother's hand. The three of them tiptoed upstairs. Very quietly Patricia's grandmother opened the door, and they all peeped in to see Baby Barbara sleeping soundly.

Mother was so surprised that for a moment she did not know what to say. Then, taking Patricia in her arms, she said: "You dear little girl! And you, dear grandmother, too! Both of you have given me fine surprises! And now that so much of my work has been done, I shall have time to play with you, Patricia, and time to read to grandmother. Isn't this a happy day?"

Music Period: Let us sing about some friendly helpers that we know. (Review all the songs about helpers. "The Postman," "Let the Merry Sunshine In," "My Father and My Mother," are appropriate.)

Activities:

1. An invitation to the minister.

Conversation: There is another helper in God's house whom we do not know very well. He is our minister, Mr. ——. Would you

like to invite him to come to visit us to-morrow? You know, sometimes when you invite people you call them on the telephone, or you meet them and ask them to come, or you write an invitation. Would you like to send an invitation to Mr. ——? What shall we say? (Help the children to compose an invitation. Then either you or your assistant write it for the group.)

2. A simple gift for the minister. If snapshots have been taken of the group, have one of the children mount one of the prints so that it will be ready for to-morrow. Or let the children determine what they will make for him. Helpful suggestions may be found in the list of gifts appropriate for father. (See page 73.)

3. Free-hand drawing of ways in which to be "friendly helpers."

Closing Prayer: Dear heavenly Father, we want to be "friendly helpers." We want to do the things that will help to make others happy. Help us to remember to be helpers. Amen.

LESSON XVII

MY MINISTER TELLS A STORY

SCRIPTURE REFERENCES:
For the Teacher: Matt. 19:13, 14.
For the Children: I Peter 5:7b; I John 4:8b, 19.

OBJECTIVE FOR THE LESSON: Friendliness toward the minister; and increased love for Jesus, the greatest of helpers.

MATERIALS: Pictures of churches; Plockhörst's painting, Christ Blessing Little Children—or The Hope of the World, by Copping; pictures of local church; mounting paper; paste.

Procedure

Secure pictures of churches, both interiors and exteriors, from magazines. Mount them and hang them about the Beginners room. After the children have arrived, spend some time looking at pictures of churches. Talk about them, and especially about their own church, in preparation for that which is to follow.

Arrange with the minister to take the children into the church during his visit with them and, while there, to lead them in a simple service. Have the church as attractive as possible. If there is not plenty of sunlight, have the lights turned on. Also, have a beautiful bouquet of flowers in front of the pulpit.

Let the minister be the guide and point out various things of interest to the children: the pews where the people sit; the chair where the minister sits and the place where he stands to preach; the choir loft; and the organ. If there are stained-glass windows, call the attention of the children to them, and to any picture in them that would particularly appeal to children.

If it can be arranged have some one present who can play the organ. When the children have seen all the places of interest in the church have them sit in the front pews and listen quietly while the organ is played.

CONVERSATION: Why do people go to church? (Help the children to realize that people go to church to get into closer contact with

God.) How do people act when they go to church? How should we act when we go to church? (As far as possible, let the children set the standards for their own conduct in church. A discussion of the way grown-ups act, and a dramatization of these ways, will be helpful in giving them concrete patterns of conduct which they may follow during their visit. The visit to the church, led by the minister, who shows the various points of interest to the children should follow the conversation.)

QUIET MUSIC: A selection on the organ.

OPENING VERSES (by the minister):

"I was glad when they said unto me,
Let us go unto the house of the Lord."

"This is God's house, and he is here to-day;
He hears each song of praise and listens when we pray."

SONG OF PRAISE: "Praise Him, Praise Him." (See Supplement, page 191.)

PRAYER (by the minister).

PRAYER SONG: "Father, We Thank Thee." (See Supplement, page 188.)

BIBLE READING: Matt. 19:13, 14. (This is to be read by the minister from the large pulpit Bible.)

SONG: "Jesus Loves Me."

STORY: Jesus Blessing Little Children. (To be told by the minister. He might appreciate the opportunity of reading in advance the following version especially arranged for very young children.)

Long, long ago, in the country where Jesus lived, people came from far and near to be with Jesus. Those who knew Jesus loved him dearly, and those who did not know him had heard of the kind things he had done to make sick and sad people well and happy. And so, whenever Jesus stopped to rest, or to teach, it was not long before there was a great crowd around him.

Even the little children had heard about Jesus. They knew that he was kind and gentle. They knew that he had made a sick boy and a sick girl well. And if he had done those things, surely he must love little children.

"Mother, will you take us to see Jesus?" some of the children had asked. And their mothers had answered, "Yes, the next time Jesus comes this way, we will go to see him."

Not long after this, word came that Jesus was in a near-by village. "Let us hurry! Let us hurry!" everyone began to say, and soon the mothers with their children were going down the road that led to the village. The babies snuggled close in their mothers' arms. The children who were big enough to walk held their mothers' hands or were helped by an older brother or sister. Some of the larger boys and girls ran ahead just a little way, but often they would come back to tell their mothers how happy they were to be going to see Jesus.

Everyone was happy! The older children laughed and sang as they played along the way. And often the mothers laughed and sang with them. Even the wee ones in their mothers' arms were happy. They smiled, and some even laughed out loud and clapped their little hands for joy, though they were too small to know why everyone was so gay.

As the children and their mothers came to the village, they saw a great crowd of people not far away. "Jesus must be there," said one of the mothers, "for they say there is always a crowd around him."

They walked on until they reached the people who had gathered around Jesus. The children and the mothers could hear a gentle voice which they knew was Jesus' voice speaking to the people. But they could not see his face.

Some of the children began to push their way through the crowd, and the mothers followed them. When the children got close enough to see Jesus' face they saw his kind eyes and his friendly smile and they were not afraid. They ran to him and were about to speak to him when one of the men standing near Jesus came quickly to the children and said in a cross voice: "Run away! Do you not see that Jesus is busy? He does not have time for you now. Go away!"

When the children heard these cross words they started back toward their mothers. Some of them began to cry. Only a few of them saw the sad look which came into Jesus' face as he heard the words that had been spoken. But all of them heard Jesus say: "Do not send them away. 'Suffer the little children to come unto me, and forbid them not.' "

Then the children crept back to Jesus. They knew that he wanted them to come. They came so close that they could touch him. The mothers brought the tiniest ones and Jesus took them in his arms and blessed them. He laid his hands on the head of each child. He talked with them. The children told Jesus about their homes, their play, and the happy time they had had in coming to see him. One little boy had gathered a bouquet of flowers along the way and he gave it to Jesus. All these things made Jesus happy, and he smiled at the little children gathered about him.

Soon the mothers called their little ones and started with them toward home.

"I am glad we came," said one of the children.

"So are we! So are we!" said the others. And even the wee babies were gurgling and laughing as though they tried to say, "We are glad, too."

Picture Study: Use either Plockhörst's picture, Christ Blessing Little Children, or Copping's Hope of the World.

Song: "Dear Father, Help Us Each." (See Supplement, page 190.)

(Return to Beginners Department. The organist might play a simple march while the children walk back to their room.)

Out-of-Door Play: Have the children invite the minister to join in the group games.

Luncheon Period (with the minister as the guest): Before the minister leaves, have the children present the gift they have prepared for him, and also express their appreciation for his visit.

Rest Period: This follows the lunch period to-day, because this arrangement will probably be more convenient for our guest.

Music Period: Have an especially beautiful selection played on the piano or victrola to which all may listen. Follow this with singing. Let the children sing their favorite songs for the minister. Then, if the minister is so inclined, give him an opportunity to sing to the children.

Activities: Have pictures of the church which the children may mount and take home to hang in their rooms. These may be either snapshots or pictures from the front of the church calendar.

Closing Prayer: To be said by the minister if he is still present, or by the leader.

LESSON XVIII

THE POLICEMAN HELPS TO TAKE CARE OF ME

Scripture References:

Verses for the Children: Ps. 145:9; I Peter 5:7; I John 3:11b; Eph. 4:32a.

Objective for the Lesson: To arouse an attitude of friendliness toward, and appreciation for, the policeman as one of our helpers.

Materials: Large sheets of paper; crayons and any other materials needed for making of gifts (see page 73 for suggestions).

Procedure

This lesson will take some thought and planning before its presentation, in order to make it concrete and also to realize the objective set for the lesson. Two plans are suggested, though the details are worked out for only one of the plans. That is because the plan is quite obviously adaptable to the specific situation in which teacher and group find themselves. In other words, a city group may utilize the plan much as it is presented here; or some visitor other than a policeman may be substituted at will; or some local point of interest other than the grocery or the fire station may be chosen to be visited by the group. The same holds true of town and rural sections. In some of these the suggestion of inviting a policeman or other friendly helper or of visiting a grocery or a fire station may be a possibility. Where it is not, or where some other plan seems to be more practicable, a farmer or other local worker, whose contribution to our comfort and welfare the children will readily understand and appreciate, may be visited, or may be invited to visit the group. In any case, it is very important that previous arrangements be made, well in advance of to-day's work, as such busy helpers, however willing they may be, may require some time for preparations to enable them to coöperate with you. An informal visit, a telephone call, or a letter from the teacher sent during the latter part of the week before, stating the purpose of the plan and how the person addressed may help if he will, should

pave the way for a valuable experience for the children and, incidentally, may prove not entirely uninteresting to the friendly helper so coöperating.

If the visiting is to be done by the children, adjustments in the time schedule for the session will need to be made. If the visit comes during the first part of the morning there will still be need for an opening period in which the children may talk over the work of the particular friendly helper whom they are going to visit, and what he does for them; this is necessary in order to help the children to recognize clearly the contribution which these workers make toward their comfort and happiness, as well as to build up necessary attitudes of appreciation that alone can make the visit most successful. After a very brief period such as this, the children may go "a-visiting" at once, planning to return in time for the second half of the session, and in time for the rest period.

Or the children who are to go visiting may go through the earlier part of the morning session as usual and, after a short rest period, start out upon their trip perhaps at the usual time for outdoor play. The teacher herself will need to plan the time as seems best for her own especial purposes. If the walk should be too long for the children, they will be delighted at the idea of a bus or trolley trip. It will be necessary to have additional helpers on the trip if the group is large; some of the mothers will be glad to go, especially if they realize that they can render a real service by doing so. Plan to take the children's simple lunch with you if a suitable place for eating it can be found. Paper cups to hold milk will be a delightful innovation and not heavy to carry. If the visit is to be to a farm or a dairy, it might be possible to arrange to have milk served there to the children, necessitating the carrying of boxes of graham crackers only.

In the case of city schools, look around for a friendly policeman, or other helper, with whose work the children are partly familiar at least. Then invite him to visit the Beginners Department to-day. If the streets near to your school are protected by a policeman during schooltime, invite him to become better acquainted with the children. If not, perhaps the policeman on the beat will coöperate with you.

Of course you will have to suit the time of the visit to the policeman's convenience, but if possible have him stay for the luncheon and make that the climax of the day's session, leading all the other elements of the program up to it. Have the children anticipate the visit, making any necessary preparations for their guest. Among

other things it might be well for the children to plan a simple little gift as a token of appreciation from the entire group. Flowers, a favorite picture carefully mounted, a picture book made by the class, a snapshot of the group, or some other treasure would be appropriate.

Before the session is over a bond of friendship should have been established, and if any fear has existed on the part of the children it should have been overcome. It is true that much depends upon the personality of the policeman. That is the reason the necessity for a kind, friendly person has been stressed. Only such a one could make possible the scene which the writer was privileged to witness in a large city one day.

Late one afternoon on a busy thoroughfare three little children were led to a patrol box by a friendly policeman. The oldest of the children could not have been more than four or five years old, and it was apparent that they were lost. Their little faces were grimy from the tears that had been wiped away by dirty hands, but still the tears flowed.

After calling the patrol wagon the policeman assumed a squatting position and began to talk to the little waifs in a gentle, reassuring manner. As he talked, trying to console them, telling them of the good supper they would have, and that mother would come for them, their confidence in him grew. They edged closer and closer to him, and, gradually, most of the crying stopped. Finally one of the smaller ones reached over and began to finger the buttons on the policeman's coat; she was absolutely unafraid. All of the lost children seemed to realize that they had found a friend.

No story has been prepared for this lesson; but, if one is desired, the above incident could easily be made into a story. The following outline, to which details may be added, may prove helpful:

Introduction	Children lost Found by policeman
Body	Policeman becomes friend Takes children to station in automobile Has supper brought Kind woman (matron) washes and feeds them
Climax	Mother comes
Conclusion	Children thank policeman Say good-by to him Go home with mother

Although this plan with its details has been worked out entirely with the prospect of a friendly policeman in mind, the teacher will readily make a substitution of some other friendly helper if a policeman's coöperation cannot be secured. Or the teacher may plan to have her assistants and children visit a near-by grocery with which the children are acquainted, or some other point of interest where the work of the friendly helpers will not be beyond the comprehension of the children. It is preferable that the point visited be some store or institution, through which they will recognize very readily some of the benefits, comforts, and pleasures which they have experienced in their everyday living, such as: a department store, a children's clinic, a library in which a story hour is held for little children, or any other of the many places where the city offers unusual advantages for children. It is necessary that the children recognize those who minister to their comfort and happiness in such places as "friendly helpers."

For those groups which do not meet in a city center it may yet be possible to arrange for a visit from a fireman, grocer, or other typical friendly helper. If none of these offer possibilities there is sure to be a friendly farmer, dairyman, or other helper for the rural sections who will gladly coöperate with the teacher in arranging either to visit the school or to have the children visit a farm or dairy. The plan of procedure would be about the same—that of making all necessary arrangements beforehand. The adaptations required would grow out of the changed situation, and would suggest themselves, as the plan given at the beginning of the lesson is flexible and easily adapted.

Begin with a free activity period—dramatic play or work on any unfinished projects.

Quiet Music.

Prayer Song: "Father, We Thank Thee." (See Supplement, page 188.)

Opening Verses:

"The Lord is good to all."
"He careth for you."

Song: "God, Who Made the Earth." (See Supplement, page 184.) (If the children have already learned this song, it would be appropriate here.)

Conversation: I have a surprise for you to-day. We are going to have a visitor at lunch. Can you guess who is coming? (Let the chil-

dren try to guess. If they do not succeed, tell them. Give the policeman's name, and add that he is a special friend. Adapt according to the helper visiting or to be visited.) Do you know why the policeman is a special friend of ours? (Encourage the children to tell of some of the things he does.) Then he is a very important helper, is he not? We want to be friends with him, and say, "Thank you," to him for doing so many things for us.

If the policeman does so much for us, we ought to help him. How can we be helpful to the policeman? (Bring out the thought that we have responsibilities, too, such as obedience to traffic signals or to the instructions of a policeman, kindness, courteousness, and friendliness to the policeman when we meet him. Bring out the fact that the policeman or other friendly helper is carrying out the teaching of some of our verses: I John 3:11b; Eph. 4:32a.)

Story: (See the outline above for suggestions.) Adapt the story to the friendly helper in whom the children are especially interested.

Dramatic Play: Dramatize ways in which the policeman helps to take care of us. The following are a few of the many things he does:

Stops traffic while we cross the street.

Stands at school corner to protect children.

Helps lost children to find their mothers.

In snowy, icy weather sees that sidewalks are cleaned so that people will not be likely to fall.

Tells people how to get to the places where they want to go (gives directions).

Takes hurt people to doctor or hospital.

The children may take turns in dramatizing the activities of the policeman, and the rest of the group may guess what is portrayed. (This play may be used with necessary adaptations if the grocer, farmer, or other helper is the one to visit the department or to be visited by the children.)

Preparation of Gift: Let the children decide what the gift shall be, and prepare it. (For suggestions see list of gifts for father on page 73.) Have the children determine who shall present the gift. One of the children should prepare an especially pretty doily for his place at the luncheon table. (For detailed instructions see page 48.)

Out-of-Door Play: If outdoor gardens have been started let the children work in them, and plan to have the policeman or other visitor go to see the gardens. If any flowers have appeared there, or in the

indoor garden, a blossom for the visitor's buttonhole could be supplied as an attention from the group to a guest. It may be found necessary to employ this time in making a visit as previously mentioned.

Rest Period.

Luncheon Period (with the policeman, or other friendly helper, as the guest): At the close of this period have a child chosen by the group present the class gift to the guest of honor. Plan for a quiet moment of appreciation, perhaps culminating in a prayer of thanks for friendly helpers and for some helpers in particular.

Music Period: Let the children choose their favorite songs to sing to their friend, the policeman. If the children are visiting, this music may be sung out of doors, perhaps for the farmer or other helper. The plan should become a part of the previous arrangements so that the host will be prepared for it.

Activities: Free-hand drawing of pictures which show ways in which the policeman is a helper. This may need to be omitted if the children have been doing the visiting during the second half of the session.

Make up a song about the policeman, farmer, or other friendly helper who has visited the children or been visited by them, to be sung to the tune of "Our Postman." The following is one possibility:

Our p'liceman's coming down the street;
I see him! Oh, I see him!
He's friend to every child he meets;
I see him! Oh, I see him!

Other friendly helpers, such as grocer, milkman, doctor, or farmer, may be substituted at will, the names suggesting dramatic activities.

Closing Prayer: Dear heavenly Father, we want to thank thee for our friend the policeman. He helps us in many ways. May we remember to be helpful, too. Amen.

Closing Song: "Dear Father, Help Us Each." (See Supplement, page 190.)

LESSON XIX

A FAR-AWAY FRIEND SENDS ME A GIFT

SCRIPTURE REFERENCES:
For the Teacher: Eph. 5:20.
For the Children: Ps. 107:1.

OBJECTIVE FOR THE LESSON: To emphasize the thought that God loves children everywhere; to establish the beginnings of desirable attitudes toward all children.

MATERIALS: The picture, The Hope of the World, by Copping; pictures of children of other nationalities, or far-away places, helping by planting gardens, helping parents or younger children, or doing other helpful acts; heavy wrapping paper; construction paper or window-shade material; scissors; paste.

Procedure

If it is at all possible, secure for display a number of things that have come from places of especial interest in America, such as American Indian reservation districts, or from foreign lands. Perhaps there is a missionary or two near by, or families who have traveled, who would be glad to lend models, dolls, toys, and various articles which have been made by children in national or foreign mission stations. Or perhaps one of the departments of the church may have an exhibit from which you might borrow a few pieces. Have a simple collection of a few things that will appeal to little children.

If such fascinating things are put out in sight, and the pictures of helpful children of other nations placed about the room, the Beginners will be eager to examine them and to talk about them during the opening period. The location of the various countries will have no significance to children. Distance means nothing to them. Long explanations about various countries will only cause confusion in their minds. It is sufficient to say, "This doll was dressed by a little girl who lives far away." The very fact that another child constructed the article will immediately form a bond of interest.

Pictures of children of other races, and The Hope of the World,

by Copping, will help to create a spirit of friendliness. It is better to emphasize the common interests and the likenesses between children rather than to stress their differences. Help the children to learn during the session that every little child, no matter where he lives, is loved by the heavenly Father, and that people everywhere are helpers. Some make toys to give us pleasure; some help to raise food for us to eat (bananas and sugar might be given for examples); and others work in order to give us necessary clothing. (If it is possible, a very small piece of banana or sweet chocolate might be given to each child during the conversation about the things that come from far-away friends.)

Help the children to enjoy the display of articles and the pictures of children of other lands. Encourage the children to ask questions and to talk about the things which they see. After the conversation has developed some degree of appreciation for helpers everywhere, offer a prayer of thanks for helpers.

PRAYER: Heavenly Father, we want to thank thee for our many helpers—for helpers near and for helpers far away. May we remember to think of them, even though we cannot see them. Amen.

MUSIC: A selection typical of other people, such as: Indian, Oriental, Spanish, or folk music. Let the children know that the music has been arranged and enjoyed by far-away friends, and that they may enjoy it now. This explanation should come before the music is played.

OPENING VERSE:

"I was glad when they said unto me,
Let us go unto the house of the Lord."

PRAYER SONG: "Father, We Thank Thee." (See Supplement, page 188.)

SONG: One chosen by the children.

CONVERSATION: A few moments ago we said a very beautiful verse from God's Book. We said,

"I was glad when they said unto me,
Let us go unto the house of the Lord."

This is "the house of the Lord." It is God's house and we are glad to come here. Whom do you think God wants to come to his

house? (Follow the lead of the children wherever possible. They will be easily carried back in memory, no doubt, to their experience in the church on the previous day. During the conversation bring out the thought that God loves children everywhere. Show, too, that they are his helpers if they try to do the things that please him.)

Song: Sing to the children the song, "The Many, Many Children." (See Supplement, page 192.)

The many, many children
Throughout the world so fair
Are children of our Father,
Who keeps them in his care.
No matter what their color,
He loves them one and all;
No matter where they're living,
He hears them when they call.

The song I just sang tells us that children everywhere are children of the heavenly Father, just as we are. Children everywhere like to do the things we like to do. They like to run and skip and jump. They like to play with balls and dolls and wagons. And they are just as proud of their baby brothers and sisters as we are of ours.

Picture Study: Here is a picture of Jesus, with some little children. This little boy probably came from a far-away land. And this little one lives on a beautiful island in the sea. Can you find a child who looks as though she lived in this land. Does it make any difference to Jesus where a little child lives? No, indeed, he loves them every one.

Prayer: Expressing thankfulness for Jesus' love for children in this land and in every land.

Play: Would you like to pretend that you are little children in a country far away, and play a game that the children there like to play? The game is called "chu-mok-koo-ki." * (Each player is given a supply of nuts.† The aim is to see who can have the most nuts at the end of the game. The first player takes several nuts in one hand, then holds out both hands closed. The other players guess which hand contains the nuts. He who guesses correctly gets the nuts; he who

* From "Far Peoples," by Grace Darling Phillips. (1929) Reprinted by permission of the University of Chicago Press.

† Beads, beans, or pebbles may serve also for the game.

makes a wrong guess must hand over as many nuts as the other had in his hand. As soon as a player guesses correctly, he holds out his hand to have the number of nuts guessed.)

STORY: A Far-Away Friend Sends Me a Gift.

Lucile had been a very lonely little girl until Mary Jane had come from far-away Japan to visit her grandmother. Lucile was glad about that, for there were no little girls or boys in her neighborhood with whom she could play. Mary Jane and Lucile soon became the best of friends, and they had many happy times playing together. They played first in one yard and then in the other. They had picnics and tea parties. And when Sunday came Lucile took Mary Jane to her Sunday School, and they sat side by side.

On bright, sunny days, Lucile and Mary Jane had such good times playing with their dolls out under the trees. Lucile's doll was Dorothy Anne. She had bright yellow curls and pretty dresses that Lucile could put on and take off. Lucile had always thought that Dorothy Anne was the very nicest doll in all the world. But Mary Jane had a lovely doll, too. Her name was Sue Lee. Sue Lee was a beautiful doll with shiny black hair. It was not curly like Dorothy Anne's but it was straight and long. And instead of dainty dresses, Sue Lee wore the prettiest kimonos that Lucile had ever seen. They were made with all colors, and had long sprays of flowers and bright-colored birds embroidered on them; for Sue Lee was a Japanese doll, from the far-away land of Japan. Mary Jane loved her doll, Sue Lee, as much as Lucile loved Dorothy Anne.

When Lucile saw Sue Lee, she said, "Oh, what a beautiful doll! May I hold her?"

So Mary Jane and Lucile exchanged dolls for a while. After that the two little girls often exchanged dolls. Lucile would dress Sue Lee in one of her prettiest kimonos. And she would brush her black hair. Sometimes she put a tiny rosebud in Sue Lee's hair, and then how pretty she looked! Lucile was as proud of her as she was of her own doll.

While Lucile was busy getting Sue Lee all dressed up, Mary Jane took care of Dorothy Anne. She dressed her in her very best clothes. She tied a bright ribbon on her curls. But the most fun of all was when they exchanged their dolls' clothes. Then Dorothy Anne would be dressed in Sue Lee's pretty kimonos, and Sue Lee would wear Dorothy Anne's ruffly dresses. And when all this was done both dolls were ready to go to a tea party.

"Shall we have our tea party in Japan or America to-day?" one of the girls would ask. Whenever the tea party was held at Mary Jane's grandmother's house the little girls played that they were having tea in far-away Japan. And whenever the tea party was held at Lucile's house the little girls played that they were in America.

And so the summer was a very happy one for both little girls. But by and by it was time for Mary Jane to go away again. She was going back with her mother and father to her friends in Japan.

"I wish I could take you with me," said Mary Jane to Lucile one

day. "You could have a good time with my friends and I know they would like you. We have such fun together!"

"I wish you didn't have to go," said Lucile. "I'd like to have you live next door to me always."

One day, a long time after Mary Jane had left for Japan, the postman brought a large package to Lucile's door. It was for Lucile because it had her name on it. Lucile was so surprised she almost forgot to thank the postman, but she remembered just in time. "Thank you, Mr. Postman," she called, just before he reached the gate. Then she ran into the house. Who could have sent the package to her? She removed the paper. Then she took the lid from the box. And there—tucked in a nice, soft bed of tissue paper—was a beautiful Japanese doll just like Sue Lee! And in the box were several beautiful silk kimonos, embroidered with flowers and birds.

"Oh!" exclaimed Lucile. "Oh, mother, isn't she the very loveliest Japanese doll you have ever seen? I know she is from Mary Jane because she is just like Mary Jane's Sue Lee. Oh, I love her already and I'll take very good care of her, for she has come a long way to live with me."

Out-of-Door Play: Play games such as are played by children of other countries. The one given earlier in this lesson might be repeated. (See page 129.) The one included in the Supplement might also be played. (See page 166.)

Rest Period.

Luncheon Period: Vary the luncheon period to-day by serving cocoa or lemonade. Remind the children that the drink is made of one of the gifts from far away.

Activities: Make picture books to send to a group of children.

Each child may want to make a book, or two or three books may be made by the entire group. Use heavy, new wrapping paper, construction paper, or window-shade material, for the pages. If only two or three books are made, the children may be divided into groups so that some may be working on the covers and some cutting out pictures while others arrange and paste the pictures on the pages. When all are complete, the pages may be assembled and bound into books with bright, attractive covers.

If the books are to be given to a near-by nursery or kindergarten arrange to take the entire group of children to present the gifts. This might be done at the beginning of the session or at some convenient time during the morning; or it might become an especial afternoon outing for the group. In case it is the desire to send these gifts to a home or foreign mission station, make arrangements for

sending through either the Board of National Missions or the Board of Foreign Missions, 156 Fifth Avenue, New York City.

If the children's gardens, indoor and outdoor, and their potted plants have done well, possibly they will want to share their flowers with the children to whom the picture books are to go. Be sure that there will be some blossoms left for use on the closing day as gifts for the mothers, if the original plan is to be carried out. (See page 59.)

Music Period: Let us sing a song that children everywhere like to sing. Let us sing, "Jesus Loves Me."

Continue the period by singing songs that the children may choose, or by learning the song, "The Many, Many Children." (See Supplement, page 192.)

Closing Prayer.

LESSON XX

RECALL

SCRIPTURE REFERENCES: Review the verses for the week.

OBJECTIVE FOR THE LESSON: To create a deeper appreciation of people everywhere, and an increased desire to be friendly to them, particularly toward those who are recognized by the children as friendly helpers both near and far.

MATERIALS: Pictures used during the week; materials necessary to finish the projects already started.

Procedure

There is only one more week of the Vacation Church School after this. Take time to check up on your teaching. Wherein has this been weak? Have you helped the children to realize through their work and play together the desired outcomes set for them? Have you all grown in Christian fellowship and understanding?

If there are points you want to reëmphasize, or truths you want to enlarge upon, then disregard the following suggestions and map out your own program. You know the needs of your group and the outstanding problems that should be met.

Otherwise, review carefully all the teaching of the past week. What has contributed most to the joy and satisfaction of the children? Is it possible to relive that experience? If it is not possible to relive the experience actually, it may be relived through memory. Be prepared to retell any or all of the stories used during the week. Put in a convenient place all the pictures used with this group of lessons, so that the children may look at them, talk about them, and choose their favorites. Throughout this session plan to give the children a great deal of freedom of choice.

As the children enter, permit them to choose from the pictures used during the week those which they want to hang on the walls.

Note: If there are any preliminary preparations to be made, let the children undertake as many of them as possible. Also permit them to use

freely any of the equipment they may need for their period of free play which precedes the worship.

QUIET MUSIC (a worshipful selection).

OPENING VERSE:

"This is God's house, and he is here to-day;
He hears each song of praise and listens when we pray."

Let us show God that we are glad to come to his house by singing our very prettiest song this morning. What shall it be?

SONG: One chosen by the children.

PRAYER SONG: Shall we sing our "Thank you" to the heavenly Father for the nighttime of rest and the bright new day? "Father, We Thank Thee." (See Supplement, page 188.)

BIBLE READING: Matt. 19:13, 14. (Or any other passage which has already been used.)

SONG: "Jesus Loves Me."

CONVERSATION: We have been talking about the different helpers in God's world. Can you remember who some of them are? (Interest and variety will be added to the program, if, after some of the helpers have been mentioned by the children, you will give them an opportunity to sing about them. For example, if the sunshine is mentioned, sing "Let the Merry Sunshine In," or, if mother and father are named, sing "My Father and My Mother.")

DRAMATIC PLAY: Play again the game, "friendly helpers," or any other dramatization the children may choose.

STORY PERIOD: Through the pictures used during the week, help the children to recall the stories that have been told. Retell any which they may request, or seem to have a special need to hear repeated.

OUT-OF-DOOR PLAY.

REST PERIOD.

LUNCHEON PERIOD.

RECITATION:

"I Love You, Mother"

"'I love you, mother,' said little John;
Then, forgetting his work, his cap went on,
And he was off to the garden swing,
And she had the wood and water to bring.

"'I love you, mother,' said rosy Nell;
'I love you more than tongue can tell.'
Then she teased and pouted half the day,
Till her mother was glad when she went to play.

"'I love you, mother,' said little Nan;
'To-day I'll help you all I can;
How glad I am school doesn't keep!'
Then she rocked the baby fast asleep.

"Then, stepping softly, she brought the broom,
And swept the floor and tidied the room:
Busy and happy all day was she,
Helpful and good as a child could be.

"'I love you, mother,' again they said,
Three little children going to bed.
How do you think that mother guessed
Which of them really loved her best?"

Music Period: Have the pianist play a beautiful selection to which the children may listen. Review the new and the old favorite songs.

Activities: Complete any articles that have been started. Let those who have completed all their work choose their own activities.

Closing Prayer: This may be made up of suggestions by the children, or it may be a prayer spoken by one of the members of the group.

UNIT IV
EVERYONE A HELPER

LESSON XXI

WE HELP TO GET READY FOR VISITORS

Scripture Reference: John 6:1-13.

Objective for the Lesson: To awaken an interest in being friendly helpers; to give practice in thoughtful, kindly treatment, with a view to making the guests who may come on the closing day happy and "at home."

Materials: Pictures of helpers to be hung about the room; construction paper; crayons; picture scales; parquetry.

Procedure

Only a few more days of the Vacation Church School remain in which to clinch the teachings of the summer and impress them so firmly in the minds of the children that they become permanent possessions. Is there any better way to do this than to give the children repeated opportunities to practice what they have learned? While the children have been practicing these teachings to some extent throughout the summer, there is now time for more concentrated application.

Except for a new story or two, use throughout the week only the materials that have already been learned. Take time to enjoy, over and over, favorite songs, bits of verse, dramatizations, and any activities which the children may choose.

Begin to make final plans with the children for the closing day. Of course, they have known before this time that a special day was coming. Let them help now in making all the necessary decisions concerning the way in which the guests are to be entertained. The more they share in the preparations the more they will feel a part of all that takes place. If the children can be encouraged to share with their friends and relatives those things which they have enjoyed during the summer, and can be made to feel responsible for making their guests happy, there will be little danger of stage fright, or desire to show off, as is common when "pieces" are laboriously prepared and recited on such occasions.

In the informal opening, play "visiting," with the children. The play may easily be started by going to a group of two or three children and by knocking for admittance. If the children do not respond, say as if to yourself, but loud enough to be heard by the group: "Oh, I am so sorry Mr. and Mrs. River are not at home. I guess I'll call on Mrs. Jones. Perhaps she will be home."

When admitted after a knock at the imaginary door, go through all the formalities of greeting and hand-shaking; then enter into a pleasant conversation. Make two or three such calls. Then, at an inconspicuous signal from you, have the pianist start to play, "Sabbath Bells." (See Supplement, page 196.) After the first note or two, remark: "I hear the chimes ringing. I must be going to the Vacation Church School. Wouldn't you like to go with me?" Repeat the invitation to all the children you meet on the way to the circle, until you have the children in a group about you. Have the piano play until all are quiet; then proceed with your plans—subject, of course, to the interests displayed by the children.

Music: "Sabbath Bells."

Conversation: All of us are visiting now, aren't we? We are visiting in God's house. When we go visiting we talk to the one in whose home we are visiting. Shall we talk to the heavenly Father?

Prayer: A prayer song may be used or a spoken prayer may be based upon suggestions given by the children.

Song: One chosen by the children.

Story: I know a story of a little boy who went visiting and who did a very helpful thing. (Retell the story "A Little Boy Helps Jesus," found on page 80.)

Conversation: When you know guests are coming to your home, how do you get ready for them? (Get as many suggestions as possible from the children.) We had some guests here at school, didn't we? Do you remember who they were? How did we get ready for them? What did we do when they came? (Recall incidents in Lessons XVI and XVIII, Unit III.) Would you like to have some more guests come to see you? Perhaps you would like to invite your mothers and daddies to come on the very last day of school. How would you like to invite them? (Some one may recall that an invitation was sent to the minister.) We could make very pretty invitations for our moth-

ers and daddies. We might make them look like little books with writing inside. Would you like to do that? What would you like to say in your invitation? (Discuss with the children and write their message. Then, later in the day, have copies of the invitation typed.)

ACTIVITY: The making of the invitations.

Give each child a piece of colored construction paper cut in the desired size for the cover of the invitation. Have him fold this through the middle and then decorate the front of it. The covers may be decorated with crayon drawings, picture seals, or designs made of parquetry cut and pasted in the desired shapes. (See Supplement, page 182.) The invitations may be inserted at another time.

OUT-OF-DOOR PLAY: Make outdoor gardens ready for visitors; play games, and begin to choose which are to be played on Visitors' Day.

REST PERIOD.

LUNCHEON PERIOD: Practice politeness and thoughtfulness for others so that the group will more easily remember to be courteous and kind to visitors when they come. They may pretend that they are all company being polite to one another.

DRAMATIC PLAY: Would all of you like to play "visiting"? Of course, some of us will have to stay home while the others call, but we can take turns. Who would like to be at home, and have guests come to visit? (Let those who volunteer select a certain place in the room for his or her, or their, home. The others may visit. It is desirable that the leader of the Beginners and her assistants take part in the play so that the children may learn through imitation.)

MUSIC PERIOD: Now would all of you like to come over here to visit me? I should like to have you come. (Greet the children as they come.) I am so glad that you came to see me to-day. You see, I have a friend who plays the piano very beautifully. Would you like to have her play for you? (Have the pianist play a selection for appreciation.) Thank you, Miss ——. That was beautiful. Now, perhaps you would like to hear my guests sing. They sing very well. Is there any special song you would like to hear them sing? (After a selection made by the pianist, have the children sing. Then choose one yourself, and ask them to sing it for you. Last of all, let the children choose the songs they would like to sing for you.)

Closing Prayer: We thank thee, heavenly Father, for the happy time we have had together. Help us to remember to be kind to our guests when they come to see us. Amen.

Note: A few telephone calls or a note prepared to introduce the invitations soon to be mailed will help to prepare mothers for the important event of closing day and its program and do much to increase its success through a larger attendance of parents.

LESSON XXII

WE CHOOSE OUR BEST STORY

OBJECTIVE FOR THE LESSON: To increase the interest in being friendly helpers; to awaken a sense of responsibility for the happiness of guests that will lead to thoughts of sharing with them and especially to thoughts of sharing with them favorite stories and songs.

MATERIALS: Typewritten invitations to be inserted in the covers already made; flowerpots; enamel paint; brushes; and newspapers to cover tables, and to protect the clothing of the children.

Procedure

It will be necessary to determine during this session and the one to follow just what will be done to entertain the parents who visit the class on the closing day of Vacation Church School. Perhaps the best way to decide this is to let the children choose those stories, pictures, songs, and dramatizations which they have most enjoyed, and plan to share them with their guests.

If the children are not too shy, one or two of them might tell stories during the closing session. Let the children retell to the group the stories that have been used during the summer. Watch for those who tell stories particularly well. After those who are willing have had an opportunity to tell their favorite stories, you might remark that you liked all the stories, but that you especially liked the way Robert and Susanne (or whoever the best may be) told theirs. Then casually suggest that the group might ask them to tell their stories for the guests.

Songs may also be chosen by the group. If a bit of variety is desired, arrange to have a song or two sung by a "choir," made up of from four to eight children chosen by the group.

Do not try to make all the decisions in one day. And, as you plan with the children, try to even up the responsibility. Be sure that one or two children are not given all the important parts. Arrangements may be so made that each child will have something special

to do during the entertainment. It may be to tell a story, sing in the "choir," talk about a picture, or pass the napkins for the refreshments. Help to make each child feel that he is needed for the success of the closing day, and you will find little difficulty in getting the group to assume responsibility willingly.

At the opening of the session, take time to play "visiting"; or to follow some especial interest shown by the group.

MUSIC: To call the children to the group.

OPENING VERSE:

"This is God's house, and he is here to-day;
He hears each song of praise and listens when we pray."

What are some of the things which we do when we come to God's house? (The children will respond probably with such suggestions as: sing; pray; tell stories; recite verses; look at pictures.) Which would you like to do first? (Let the children choose the order for the rest of the opening period. Follow their suggestions for prayer and for songs. Include, also, two or three of their memory verses.)

CONVERSATION: Whom are we planning to have come to see us on the very last day of school? Yes, our mothers and our fathers. Would you like to sing the song, "My Father and My Mother"?

SONG: "My Father and My Mother." (See Supplement, page 185.) (This may be sung by the entire group or by only a few children.)

CONVERSATION: Our mothers and our fathers are the very best friends that God has given us, are they not? Can you think of anything which we can do to make our mothers and our fathers happy when they come to see us? (You will receive a number of suggestions, in all probability, including various forms of entertainment and the making and presenting of gifts. Build on as many of the children's proposals as possible. It has already been suggested earlier in the course that the flowers planted on the first day should be used for gifts to the mothers on the closing day. If the children are willing to do this, proceed with that plan.)

(If, for any reason, the plants have not been a successful venture, plan something else with the children that may be made by them.)

DRAMATIC PLAY: Repeat one of the favorite dramatic plays, such as "growing flowers," "friendly helpers," or the "Baby Moses" story. Be on the alert for the one in which the children show the most

spontaneity and interest. That one will probably be most successful if given in the presence of strangers.

STORY: Retell any story for which the children may call. Also give an opportunity for the children to tell stories. Be careful to avoid a long story period. If more children than you anticipated are willing to tell stories to the group, let two or three take turns and then have another story-telling period later in the session.

OUT-OF-DOOR PLAY (see suggestions for last period of out-of-door play).

REST PERIOD.

LUNCHEON PERIOD.

MUSIC PERIOD: Do you know what a concert is? Do you know what people do when they go to a concert? Why are they so very quiet? So they may listen to music. They must sit very still while some one plays or sings to them. Would you like to play that you go to a concert? All right! Has everyone his ticket? You must have a ticket or you cannot get into the concert hall. (If the group is not too large, assign one child to be the ticket man, and one or two others to be ushers. Then have the children walk about the room, while they pretend that they are going to the concert hall. At the imaginary door, let them present their imaginary tickets, and then go to the seats shown to them by the ushers. When all are quiet, the pianist may take her place at the piano and play a selection for the first number on the program. That may be followed by a song or two sung by the "choir." End the concert by inviting everyone in the concert hall to sing a song or two.)

ACTIVITIES: Finish the invitations that were started in the preceding lesson. Have the children either paste the typewritten invitations inside the covers or fasten them with colored cord or yarn.

If the plants that have been growing in the room are to be used as gifts, flowerpots may be painted with enamel paint before the flowers are transplanted. This may be done in a way similar to the painting of vases (see directions in Lesson II, page 40) and will add greatly to the attractiveness of the gifts.

As the children work, they might sing one of the nature songs learned early in the summer; such as, "How Flowers Grow," or "Let

the Merry Sunshine In." Then, before the closing prayer, read or recite the poem, "Wonderful."

Wonderful

I use my little hoe and spade
To plant the seed that God has made.
He sends the sunshine and the rain
And it becomes a plant again,
With root and stem and leaves complete,
A blossom that is very sweet,
All this from just one tiny seed!
Our God is wonderful indeed! *

Closing Prayer.

* See footnote, page 33.

LESSON XXIII

WE PLAN TO MAKE OUR FRIENDS HAPPY

Scripture References: I Sam. 16:14-23.

Selected Verses:
For the Teacher: Matt. 7:12; Heb. 13:2.
For the Children: II Cor. 9:7c.

Objective for the Lesson: To strengthen interest in being friendly helpers; to inspire the children with the idea of working together to increase the pleasure of those who may come to visit on the closing day.

Materials: Picture, David Playing for King Saul, by Hole; pictures used during the summer; any materials needed for activities.

Procedure

Continue to make plans for the closing day. Help the children to get real joy out of their participation in the preparations for their guests. Try in every way to make these last few days as happy as possible for the children as they relive their experiences of the summer and enjoy, through repetition, the songs, stories, and memory verses they have learned.

Let the children play, "visiting," if they desire to repeat this dramatic play; or let them follow their individual interests.

Quiet Music.

Opening Verse:

"I was glad when they said unto me,
Let us go unto the house of the Lord."

Shall we show that we are glad to come to God's house to-day by singing our very prettiest song? What shall we sing? (If more than one appropriate song is chosen sing as many of the selections as seem desirable. Two or three short songs, if they are entirely familiar, would not be too many.)

SONG: One chosen by the children.

PRAYER: How else can we show that we are glad to come to God's house? Yes, we can pray to God, the heavenly Father. What would you like to say to him? (The prayer may be said by individual children or it may be a group prayer, embodying the suggestions given by the children, to be said by the teacher.)

BIBLICAL READING:

"The Lord is good to all."
"He careth for you."

STORY APPROACH: It makes us very happy to know that God is good and that he cares for each one of us. Once there was a king who had forgotten how good God is to all his children. Perhaps you would like to hear a story about him.

STORY: David Makes a King Happy.

Once upon a time, in a far-off country, there lived a king whose name was Saul. Like most kings, Saul had a great many things that should have made him happy. But he was not a bit happy. He was really very sad.

It troubled Saul's friends and his servants to find him feeling so sad, day after day. They wanted their king to be happy. They had done all the things which they thought might make him happy. But still Saul was sad.

One day, one of Saul's servants said to him, "O king, command us, thy servants, to find one who can play the harp! Perhaps sweet music will change your sadness into happiness."

Then the king said, "Go! Find one who can play the harp well, and bring him to me!"

Now there was a boy named David who took care of his father's sheep. As he watched over the sheep, to protect them from harm, he often played on his harp. Sometimes he sang as he played, and his music was beautiful to hear. The king's servants heard about David and the beautiful music he made. And they told the king about the shepherd boy, David.

As soon as the king heard about David, he sent messengers to David's father. This is what the king told his messengers to say to David's father:

"Send me David thy son, who is with the sheep."

When David's father received this message, he sent his boy David and also a gift, to the king. Ever after that, when King Saul became sad, David played on his harp, and he sang until the king's sadness was turned into happiness.

PICTURE STUDY: Here is a picture of David playing for the king! Who do you think is remembering about God's goodness, David or King Saul? How can you tell?

Conversation: I am glad that none of you is sad. You look as happy as David must have been when he played and sang for Saul, the king. Would you like to play that you are David, and that you are playing on your harps, while Miss —— plays some music on the piano?

Dramatic Play: Play on imaginary harps. What else did David do for the king besides play on the harp? Yes, he sang. Would you like to sing one of your songs while you play on your harps? (Play and sing.)

None of you are sad, I know, but if one of you could pretend that he is sad, he might be the king; and the rest of us would play on harps for him. We would try to make him happy. (One of the children will no doubt volunteer to become the king. If no child responds, the leader might be king. After the first dramatization, there will be no difficulty in getting a child to take the part.)

Out-of-Door Play: Clean-up-the-yard campaign, with a view to visitors coming on the closing day.

Rest Period.

Luncheon Period.

Selection of Pictures: We have been talking about the different ways in which we can make our guests happy when they come to see us. We want to make them as happy as David made King Saul. We decided that we would sing for them and tell them stories (or whatever the plans may be). Can you think of anything else which we might do? When I go visiting I like to see pretty things, don't you? Perhaps you can think of ways to make our room look its very best. (Pictures will be suggested, without doubt. Let the children choose from the pictures used during the summer the ones they like best and wish to be hung on the wall for the closing day.)

Story Period: Give those who have been chosen by the group to tell stories to the guests an opportunity to retell their stories.

Activities: If flowerpots have been painted, and the paint is dry, transplant the flowers, carefully marking each plant with the owner's name. This activity might be carried out in the period of out-of-door play.

Any time that remains in the session may be spent in beautifying the room for guests expected on the closing day. Toys and supplies may need to be put in order. If some of the things made during the first week have become dilapidated from use, the children may want to make fresh decorations.

Closing Prayer.

LESSON XXIV

WE PLAN TO MAKE OUR FRIENDS HAPPY (Continued)

SCRIPTURE REFERENCES: Luke 10:38-42 (story material).

SELECTED VERSES:
For the Teacher: Matt. 7:12.
For the Children: Prov. 17:17a.

OBJECTIVE FOR THE LESSON: To strengthen interest in being friendly helpers; to inspire the children with the idea of working together to increase the pleasure of those who may come to visit on the closing day.

MATERIALS: Those needed to finish projects not yet completed.

Procedure

Before this session is over, be sure that everything is ready for the guests who are to come on the following day. If the children have participated in all the preparations, and know just what is expected of them as hosts and hostesses, there should be little confusion on the closing day. The whole purpose of the day will be lost if the children, through any nervous strain, are made unhappy.

As the children come in, let them look after the newly transplanted flowers at once, if the transplanting was accomplished on the previous day. Since the flowers are destined to be gifts for the mothers, the children's concern will be very real. Time to speak of the flowers and their progress should be given. Then repeat the dramatization of "David playing for King Saul." Lead the children to discuss some of the reasons for David's joy. Show again the picture that was used with the story on the preceding day. When you desire to bring this free period to a close, you might remark that you are sure that David went to God's house; and suggest that they, too, go there while the chimes play.

QUIET MUSIC: "Sabbath Bells." (See Supplement, page 196.)

Opening Verses:

"I was glad when they said unto me,
Let us go unto the house of the Lord."

"This is God's house, and he is here to-day;
He hears each song of praise and listens when we pray."

Prayer Song: "Father, We Thank Thee." (See Supplement, page 188.)

Memory Verses (or the reading of a familiar passage of Scripture).

Song: Chosen by the children.

Story: Retell "The Bethany Home Story." (Page 88.)

Dramatic Play: Place the emphasis upon the way the children will treat their guests on the following day. The group might divide and one half play parents who are visiting the school, while the others greet and entertain them. The groups may then be reversed, so that every child will have an opportunity to play host or hostess.

Conversation: Discuss the final plans. If any preparations still remain to be made, get the children's suggestions and coöperation in carrying them out.

Out-of-Door Play: If the clean-up campaign, transplanting of plants, or work in outdoor gardens was not completed on the previous day, time may be taken to complete that work. Otherwise, or in addition, let the children play some lively circle games.

Rest Period.

Luncheon Period.

Music Period: Start the period with one of the children's favorite selections played on the piano. Then continue with the singing of songs, both by the "choir" and the entire group.

Story Period: Retell any story that the children may choose. Also permit any of the children who may wish to do so to tell stories.

Activities: Do not begin anything new to-day. Finish all the left-over things that need to be completed. The children may help you to arrange the exhibit of their handwork. Make sure that each child is able to find his own, for he will be eager to show it to visiting

parents. A play period, in which the various children pretend to conduct their parents around and to explain the exhibit to them, will give the children a sense of freedom in a familiar experience as they try to do the same in a real situation on the following day. If there is no work to be done, the children might do some free-hand drawing. This occupation is always welcome to the Beginner.

Closing Prayer.

Note: Before the teacher leaves the room, the children's handwork should be arranged and made ready for the inspection of such parents as may come early on the next day. Each child will wish to act as a guide, it is expected, for his own mother or daddy, and the display of the work should be conveniently arranged for the children who will be conducting parents around.

LESSON XXV

WE ALL HAVE A HAPPY DAY

(Parents' Day in the Vacation Church School)

OBJECTIVE FOR THE LESSON: To promote a situation in which the children may practice loving thoughtfulness toward parents; to make possible the joy of an experience of work, play, and worship, which can be shared with the best of all good helpers, parents.

Procedure

As the children arrive, let them follow their play interests as they have done during the opening periods of the summer sessions. Let the assistants stay with the children while the leader greets the parents and directs them to another room. When they have assembled, explain a little of the work of the summer, giving something of the outcomes desired in the lives of the children. If there have been any outstanding features of the summer, share them with the parents at this time. Tell them, too, something of the plans for the morning, how they have been worked out by the group, and that they are an attempt to share with them some of the things the children have enjoyed. Try to get the parents to see that this is not a trivial occasion so far as the children are concerned. If they understand the seriousness of the children's point of view, they may spare the Beginners the embarrassment caused by laughter and unnecessary comment.

When all is in readiness, lead the parents into the Beginners room. After the greetings, and when the children have had an opportunity to show their parents the things of interest about the room, proceed with the plans made by the children. (It would be a good plan if the parents were asked to sit in a circle outside that of the children during the service. Have the opening service one that is typical of those used during the past five weeks. The following is a suggestion as to the way such a closing program might be presented.)

QUIET MUSIC: "Sabbath Bells." (See Supplement, page 196.)

OPENING VERSES:

"I was glad when they said unto me,
Let us go unto the house of the Lord."

"This is God's house, and he is here to-day;
He hears each song of praise and listens when we pray."

SONG: By all the children.

PRAYER.

BIBLE READING.

SONG: By all the children.

STORY: Told by child.

DRAMATIZATION.

SONG: By "choir."

MEMORY VERSES.

PICTURE STUDY: Or any other feature planned by the children.

OUT-OF-DOOR PLAY: If outdoor gardens have been a part of the children's summer program, parents may be invited out of doors to see them, and to watch, or even to join in, the circle games. Two or three circles may be necessary if parents choose to play with the children. If circumstances and the weather permit, simple refreshments may be served. These may be served out of doors instead of indoors.

PRESENTATION OF GIFTS: By children to parents. (This may take place either indoors or outdoors, as is most convenient for your own particular group. If seating arrangements are possible and comfortable for an outdoor presentation, such may be preferable. If not, the groups of children and visitors may return to the department for the brief concluding part of the program.)

SONG: "My Father and My Mother" (by the group). (See Supplement, page 185.)

CLOSING PRAYER.

SUPPLEMENT

DIRECTIONS FOR OUTDOOR AND INDOOR GARDENS

When preparing boxes for the Beginners Department of the Vacation Church School, be sure that the soil used is of the loose, sandy-loam type. Such soil allows the roots of the plants to spread easily and permits water to reach them quickly.

An easy way of preparing the boxes so that the flowers may be used as gifts to the parents at the close of school is to have each child plant his seeds in a lily cup (with a hole in the bottom for drainage) or a small-sized flowerpot. These individual containers, marked with long sticks on which the names of the children have been written plainly, may then be buried in the soil in the window box. This will prevent any confusion when the plants are taken up, and will add interest throughout the summer as the children watch the development of the individual gardens.

Many varieties of dwarf annuals are suitable for use in window boxes. A partial list, by way of suggestion, is given below (for further details consult a local seed store dealer):

Lobelia: Comes in three varieties—deep blue, sky blue, and white. Grows to a height of about four inches.

Candytuft: Comes in mixed colors. Grows to a height of fifteen inches.

Nasturtium: Comes in mixed colors.

Sweet Alyssum: White.

Ageratum: Comes in blue and white (the blue is considered the better of the two). Grows to a height of nine inches.

Marigold: French or Mexican.

Pansy.

Annual Phlox.

Portulaca (or sun plant, as it is commonly called): Comes in mixed colors and grows to a height of six inches. (This plant gets its name from the fact that its flowers open in the sunlight and close in the shade. This phenomenon will be particularly interesting to children.)

If the Vacation Church School is fortunate enough to be located in a place where a plot of ground is available, an outdoor garden may be made and cared for by the children. This may be used instead of the window boxes suggested above. The children will delight in having cut flowers, either cultivated flowers from their gardens at home or wild flowers from the fields, in their department; they will be doubly happy if flowers of their own raising can be utilized either to beautify their room or in the gift-making which is suggested for the summer's work. If the group is very large, and there is available space, teachers may think it wise to have both indoor and outdoor gardens, dividing the work and responsibility for the care of them among the children. Ample time for the care and enjoyment of these gardens must be provided; certainly where outdoor gardens are made the first day of each week will find the children eager to see how the gardens have progressed during their absence.

POEMS AND PRAYERS

"Who Likes the Rain?"

"I," said the duck, "I call it fun,
For I have my little red rubbers on.
They make a cunning three-toed track
In the soft, cool mud; quack, quack!"

"I," cried the dandelion, "I.
My roots are thirsty, my buds are dry."
And she lifted her little yellow head
Out of her green and grassy bed.

"I hope 't will pour; I hope 't will pour,"
Croaked the tree toad from his gray bark door,
"For, with my broad leaf for a roof,
I'm always safely waterproof."

Sang the brook: "I welcome every drop.
Come down, dear raindrops, never stop
Until a broad river you make of me,
And then I will carry you to the sea."

—Anonymous. Page 170 in "For the Children's Hour," by Bailey and Lewis. Published by the Milton Bradley Company, Springfield, Massachusetts.

Each stanza of this poem has play possibilities. If the children are familiar with the characters they will, no doubt, have suggestions for ways of playing them. These contributions should be used. If, however, the children are unresponsive either because of shyness or lack of acquaintance with nature, the following suggestions may prove of value. (Suggestions for playing "duck" are given in Lesson II, page 38.)

When dramatizing the dandelion of the second stanza, some of the children in stooped position might represent the flowers, while others might play raindrops and lightly tap the heads of the dande-

lions. The flowers might then begin to grow slowly until they are standing on tiptoe with arms outstretched. This is similar to the dramatization given in Lesson I.

For the tree toad, let the children jump as high as they are able to jump from a stooped position. Then short, light running steps might represent the brook as it carries the raindrops to the sea.

All these activities should be carried on to the accompaniment of appropriate piano selections. Such music not only adds pleasure to the activity, but helps to control the activity and avoid confusion.

God's Gifts

For life and health and strength
I thank the Father kind;
I cannot count his mercies o'er,
So many gifts I find.

The wee bird has its nest,
Safe in the trees so tall,
For birdlings' nests, for children's homes,
I thank the Lord for all.*

—Anonymous.

My Garden

My garden is a tiny place
With seeds all in a row;
I tend them with a loving care
And God helps them to grow.

For it is he who sends the rain,
The sunshine warm and bright;
The seeds I planted grow to bud,
And blossom in the light.

And when they bloom they smile and nod
With faces turned to me;
And God and I, who made them grow,
Are happy as can be.

—Calvin W. Laufer.

* From "A Child's Thought of God," an anthology of religious poetry for children, compiled by Esther A. Gillespie and Thomas Curtis Clark; reprinted by permission of the publishers, Minton, Balch & Company, New York City.

Mother at Bedtime

When mother puts me in my bed
And hears my evening prayer,
She tells me God is very near
To keep me in his care.

She puts her cheek so close to mine
That I can hardly see;
And then I feel that mother is
God's angel come to me.

I close my eyes and soon I'm off
Into the Land of Nod;
At morning when I wake, I see
A bright new day from God.

—*Calvin W. Laufer.*

Rain

Down falls the pleasant rain
To water thirsty flowers;
Then shines the sun again,
To cheer this earth of ours.

If it were always rain,
The flowers would be drowned;
If it were always sun,
No flowers would be found.*

—*Anonymous.*

Sunshine and Rain

What makes the fruit grow on the tree?
What makes the flowers we love to see?
What makes the grass and yellow grain?
It is the sunshine and the rain.

Who made the sunshine, warm and bright,
To make things grow, and give us light?
Who made the gentle rain to fall?
Our heavenly Father—he made all.*

—*G. I. Liland.*

* From "My Best Book," The Master Library. Published by The Foundation Press. Used by permission.

For this new morning with its light,
For rest and shelter of the night,
For health and food, for love and friends,
For everything Thy goodness sends,
We thank thee, heavenly Father. *

—*Ozora S. Davis.*

* From "My Best Book," The Master Library. Published by The Foundation Press. Used by permission.

GAMES AND PLAY

Every out-of-door game period should permit some time for free activity—either with toys, such as balls and bean bags, or for running, skipping, and jumping. The following games are suitable for indoor or outdoor play (those that require music may be found in any good book of singing games):

"Did You Ever See a Lassie?"
"Mulberry Bush."
"Drop the Handkerchief."
"In and Out the Window."
"Shall I Show You How the Farmer?"
"Oats, Peas, Beans, and Barley Grow."
"Cat and Mouse."

"Stooping Tag."

The children skip about and at a signal from the piano or triangle they all stoop. The last one down is out.

"Rolling Ball."

Children sit in a circle and take turns rolling a large ball across the circle to one another. If desired, the child rolling the ball may call the name of the one to whom the ball is to go as it starts across the circle. Played in this way, the game would be helpful in teaching names to the group.

"Snail."

For this the children form a line, each child holding hands with those next to him. While a march is played the leader walks round and round within a circle, until the children are wound up like a snail. Then the snail may be unwound by going in the opposite direction.

"Eskimo Race."

Have the children fold their arms across their chests and stand

in a straight line with knees rigid. In this position with feet close together "race" to a goal line about fifteen feet distant.

—From Alaskan Play Hour, by Katharine E. Gladfelter. Published by the Board of National Missions of the Presbyterian Church in the U. S. A. Used by permission.

"The Golden Gates."

Two persons stand opposite each other and make a gate by holding their hands up and forward so that they touch. Each chooses a symbol—a flower, an animal, or a color. They tell the company the symbols they have chosen, but do not let them know to whom either symbol belongs. All the other people form a line. The game begins by all singing:

"Go through the golden gates, go, go,
Go through the golden gates, go, go."

This is sung over and over again, while the line seeks to pass through the gates. Every once in a while the gates are lowered and catch some one. After the line has passed through, all those caught are asked which side they want to be on. They name one symbol or the other without knowing to which side that will send them. After all have been caught, they arrange themselves by sides and close the game with a tug of war or other contest.

—From "Far Peoples," by Grace Darling Phillips (1929). *Reprinted by permission of the University of Chicago Press.*

Quiet Games

"The Dog and the Bone."

The child who is "it" sits in the center of the circle with his eyes covered and with an object, such as a small block, behind him. The leader signals some child in the circle to try to get the block (or bone) without being heard. If he is successful he becomes "it," but if he is heard the one guarding the bone says "Bowwow," and another child must try to get the bone.

"Button, Button, Who Has the Button?"

"Guessing Game."

If the children are able to distinguish colors, they will enjoy this game. One child says, "I see something —— (a color)." The rest of the group try to guess. The one who is successful becomes "it."

A Healthland Project

The following is an account of one of the many ways in which "Healthland" projects have been carried on by groups of kindergarten children. The interest in this particular project began with the coloring of the Healthland Map. This activity was preceded by a general discussion during which the color scheme was decided upon. Then each child was given a turn at the coloring. By the time the map was completed, it had been decided to construct "Healthland" on the sand table. When the work was actually begun, however, it was found that the sand table was too small for the purpose. Two kindergarten tables were used instead. They were placed together and covered with oilcloth.

"Long Sleep Mountain" was the first stop to be constructed. It was made from sand that had been mixed with sufficient water to make it mold easily. Then the space that remained on the table after the mountain was built, was covered with green *crêpe* paper, to represent grass. Various stops were planned by the children, but "Bathtubville" was the first village to be built. It was made from two toy tin bathtubs, small houses and a large tower constructed from building blocks, and trees cut from colored paper.

Before other villages could be made it was found that many articles, such as potatoes, oranges, and milk bottles, were needed. Many of them were made from clay and were painted to give them a natural appearance. Other materials were used, also. Small, round boxes were used to represent oatmeal containers. Paper was colored green and cut to resemble spinach. Books were made from construction paper. Houses, railroad stations, and a grand stand were made from building blocks. When all the necessary articles were complete, they were assembled into the various villages, which were connected by railroad tracks made of sticks. Then "Healthland" was thought complete, until one child felt that there should be a railroad train behind "Long Sleep Mountain," ready to start on the day's journey. As the result, a train was made of a combination of materials, including "Tinker Toys," blocks, pasteboard, and sticks.

After the construction of "Healthland" the children's interest continued to run high. Every morning they hurried into the schoolroom to tell the teacher about the stops they had made before coming to school.

ADDITIONAL STORIES

Little Plum

"For this food we thank thee, Lord,
For this food we thank thee, Lord,"

sang Umechan softly as she sat on the floor cutting pictures from a brightly colored book. Umechan means "Little Plum," and Umechan was as pretty as a plum blossom and as plump as a ripe plum. Mother sat near by, sewing a long seam in a winter kimono for her little girl. Little Brother, very fat and soft in his padded clothing, played happily about the room.

"What are you singing, Nechan [big sister]?" asked mother. "You've been humming all afternoon."

"It's the song we sing before we eat our noon *obento* [lunch]," replied Umechan. "The teacher told us that God gives us our food and we must thank him for it. So this is our 'Thank you' song."

Then she sang it clearly, so that her mother would understand it, and in a few minutes her mother could sing it, too. Even Little Brother sang it in his lisping voice.

That night before the children began to eat their rice, they closed their eyes and sang, "For this food we thank thee, Lord."

Mother did not sing aloud, but the words were in her heart, and I'm sure God knew it and was pleased.

—Irene Reiser, in Missionary Mail, November, 1927. Used by permission of the Board of Foreign Missions of the Presbyterian Church U. S. A.

Precious Love

Precious Love sat in her little chair, and stared at the toe of her shoe as Miss Hill told a story.

"And then," said Miss Hill, "Baby Moses' mother put him in the little basket boat and carried him down to the river."

"Oh," said the little girls. Precious Love did not say a word. She just sat very, very still. She was thinking about her own mother, whose face she could not remember.

"Moses was lucky," she said to herself. "His mother watched and waited near to him. Then when the princess found the baby and looked around for some one to take care of him, she was there. But my mother didn't wait," thought Precious Love, sadly.

Precious Love was usually a happy little girl. She liked the home where she lived. She liked the other children in the home. And she liked those who took care of her, especially Miss Hill. But sometimes Precious Love could not help saying to herself, "I'm just like Baby Moses, only my mother didn't stay to take care of me."

When the story was finished, all the other little girls said, "Good night," and went to their bedrooms. Then Precious Love hid her face on Miss Hill's shoulder.

"O Miss Hill, why didn't my mother wait?" asked Precious Love. "Why has she never come back?"

"I do not know, Precious Love," answered Miss Hill, slowly. "All I know is that your mother must have loved you very, very dearly. When we found you before our door, you were just a sweet little baby girl, but your dress was so clean and your shawl so pretty that we knew that only a mother who had loved her baby very much would have taken such good care of her. More than all, there was your name, pinned right on to your dress where your mother put it for us to read. 'Precious Love,' the paper said. No wonder we knew that your mother must have loved you dearly, and that she had some good reason for leaving you with us!"

One afternoon the doorbell rang. Miss Hill opened the door and there stood a Chinese woman with eager face, a great question in her eyes.

"Come in!" invited Miss Hill.

"I am Mrs. Wu," began the woman. "I have come to ask about my little baby, my Precious Love. Tell me, is she well? Does she grow?"

"Are you the mother of Precious Love, whom we found before our door four years ago?" asked Miss Hill.

"Yes, yes, I loved her so much that it hurt me here when she cried for food and I had none to give her." Mrs. Wu laid her hand over her heart and looked up at Miss Hill sorrowfully. "I knew if I left her I could work and save money to care for her, and I had heard how good you were to little children. I knew you would care for her until I could take her again. So I left her with you and went to work. Now I have come again to take her back with me, for I can give her food

now, and clothes. I want her, oh, so much! Kind lady, say I may have my Precious Love!" Mrs. Wu's eyes were full of love and anxiety as she asked.

"Wait here," Miss Hill answered softly. Then she went to Precious Love and took her hand.

"I have a surprise for you," she said. "The surprise is right in here. I know it will make you very happy, dear," and she opened the door of the room where the mother of Precious Love was waiting.

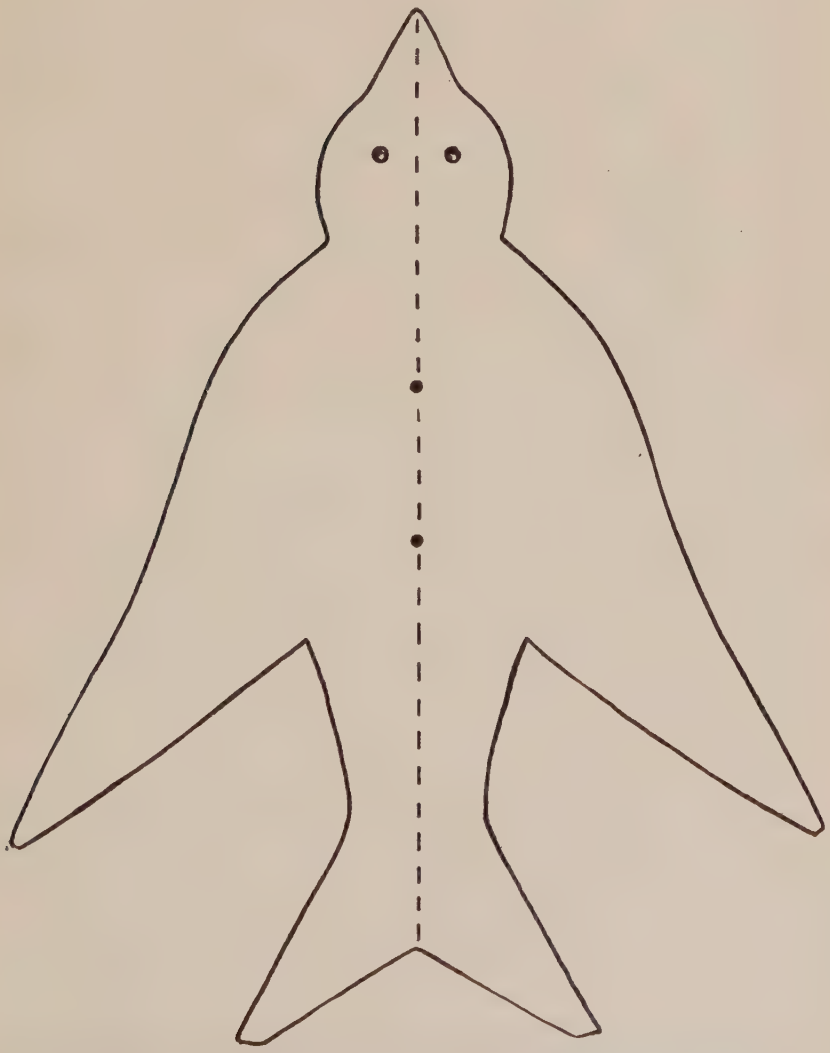
When Miss Hill came back to the room a few minutes later she found Precious Love on her mother's lap. Her mother's arms were holding her close. Both of them looked ever so happy. Precious Love looked up as the door opened.

"O Miss Hill!" she cried. "I am just like the Baby Moses after all. My mother waited for me. She watched to see that you had taken me in and that I was safe. She has been working for me ever since and waiting till she could take me back. I can stay with her always now."

—Adapted from "Precious Love," by Katharine E. Gladfelter. Published by the Board of National Missions. Used by permission.

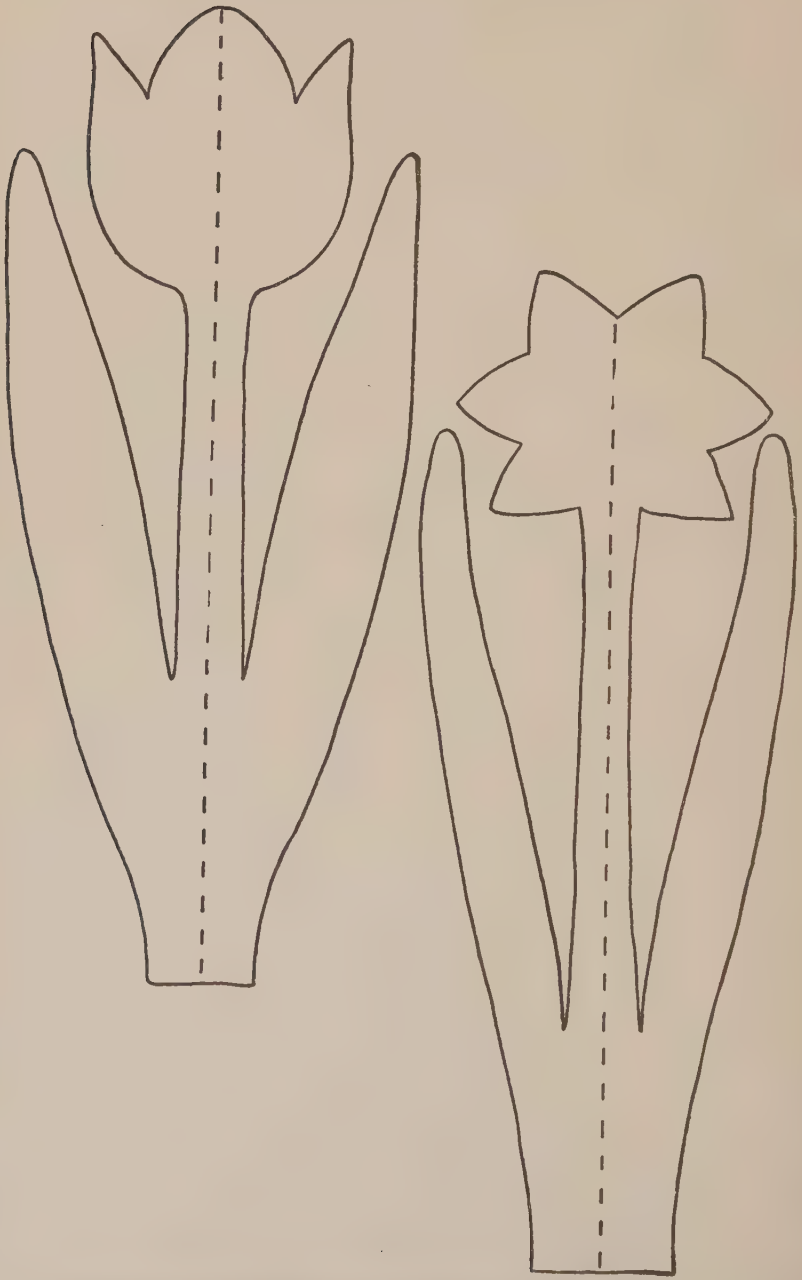
SUGGESTIONS FOR HANDWORK

1. Suggestions for Room Decorations



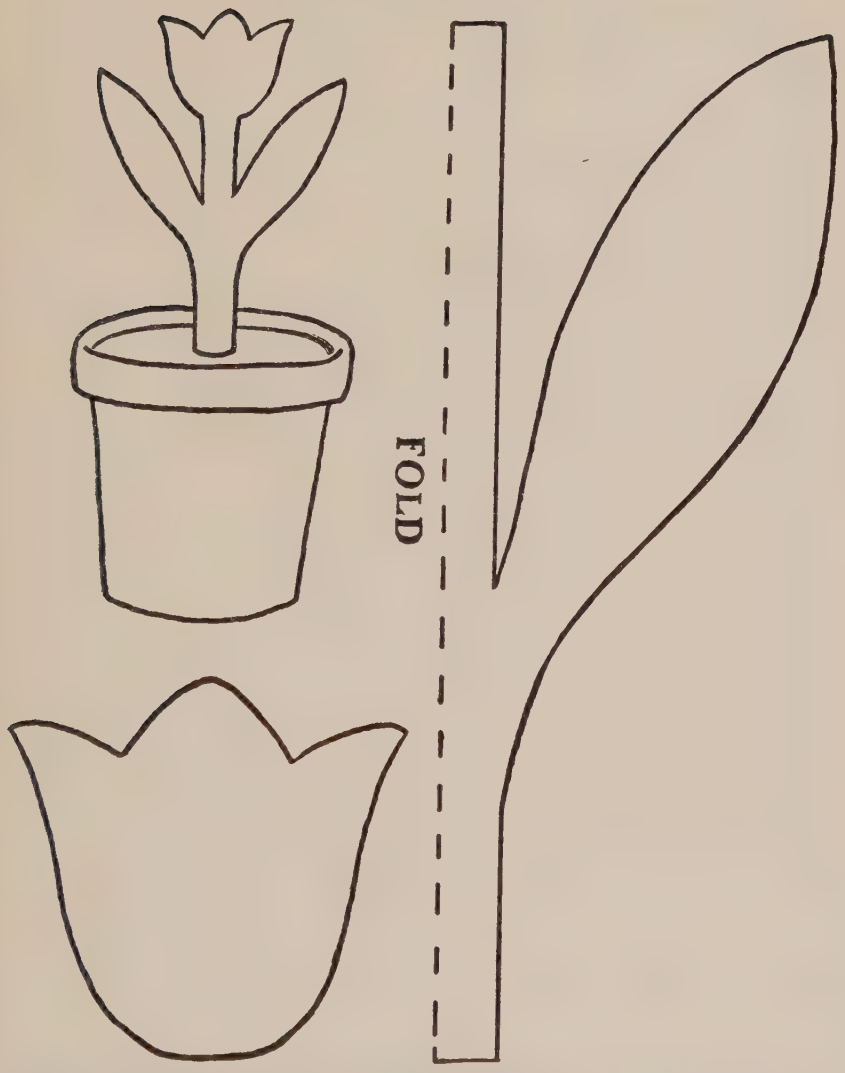
Cut on fold; color with crayons; attach string through center; and hang in room.

2. Suggestions for Room Decorations



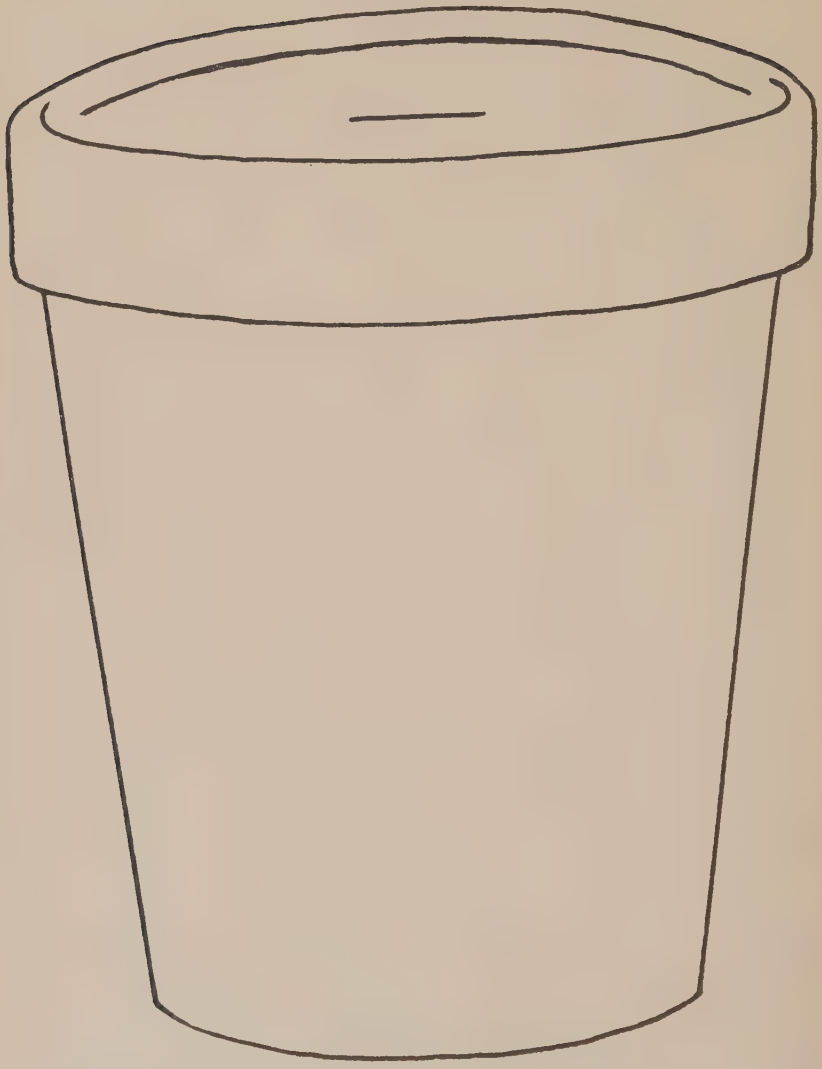
Cut on fold; color with crayons; paste on windowpane or blackboard, or fasten to picture wire or molding.

3. Suggestions for Room Decorations

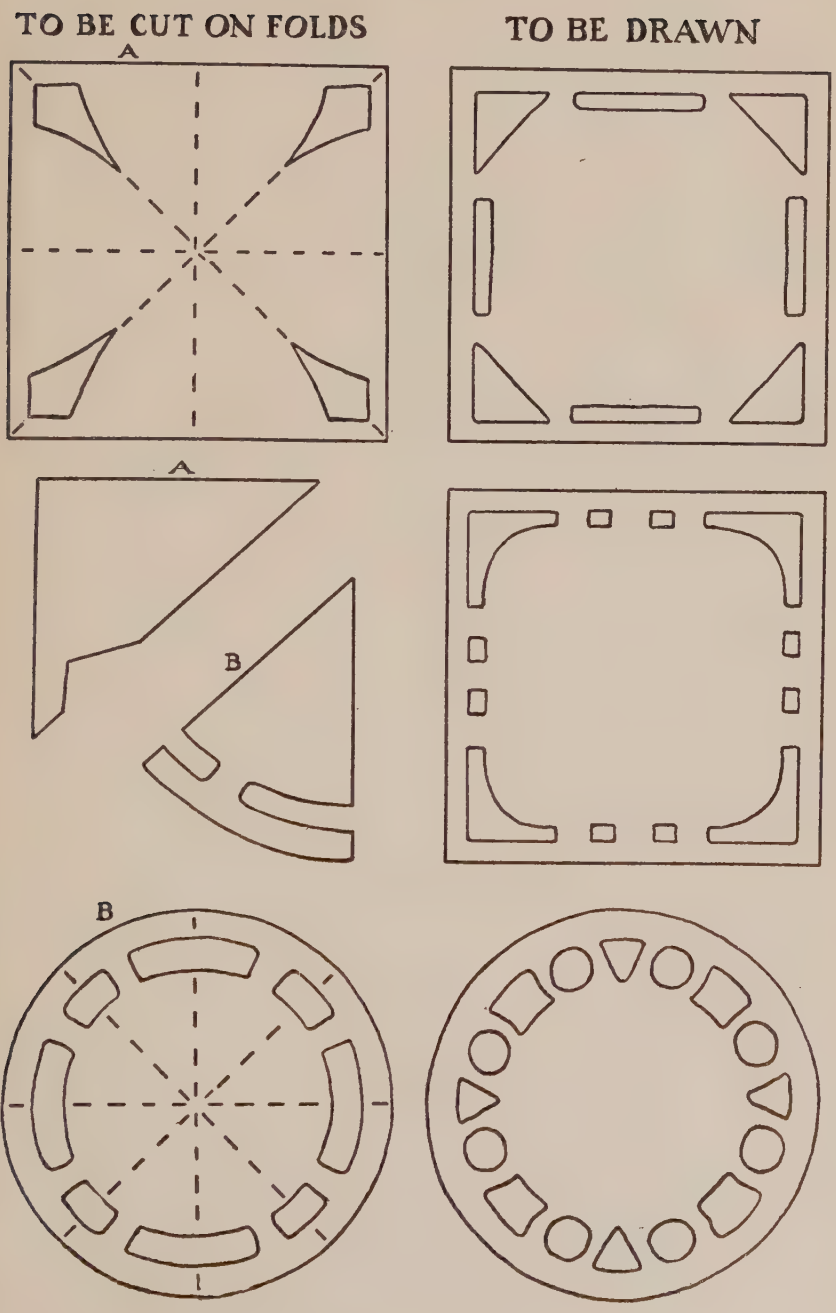


Cut on fold of colored construction paper; paste flower to stem; and insert in flowerpot on following page.

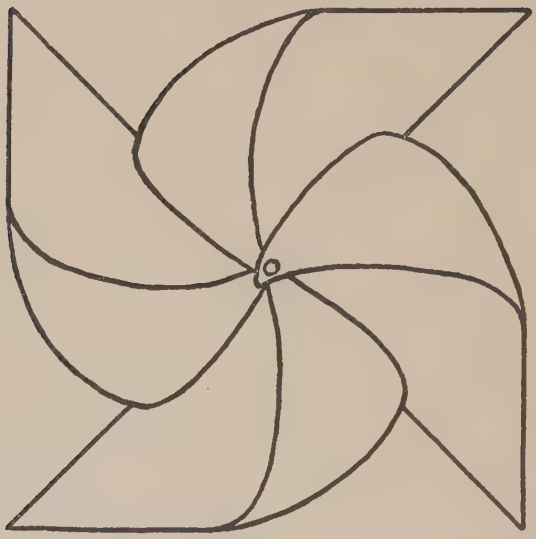
4. Flowerpot

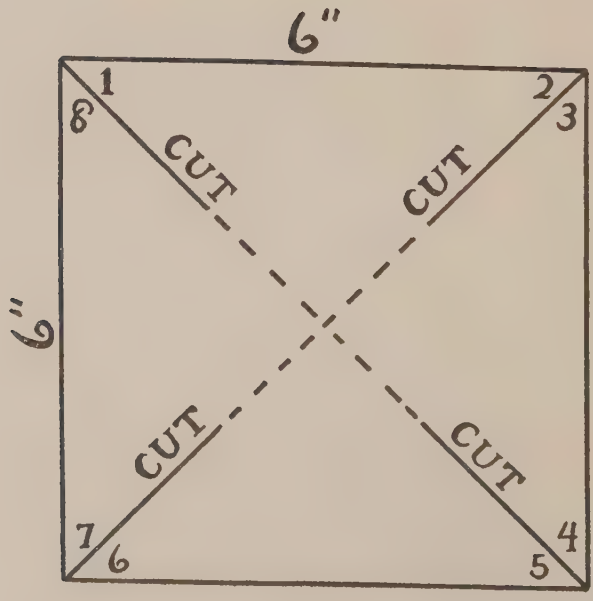


5. Suggestions for Doilies

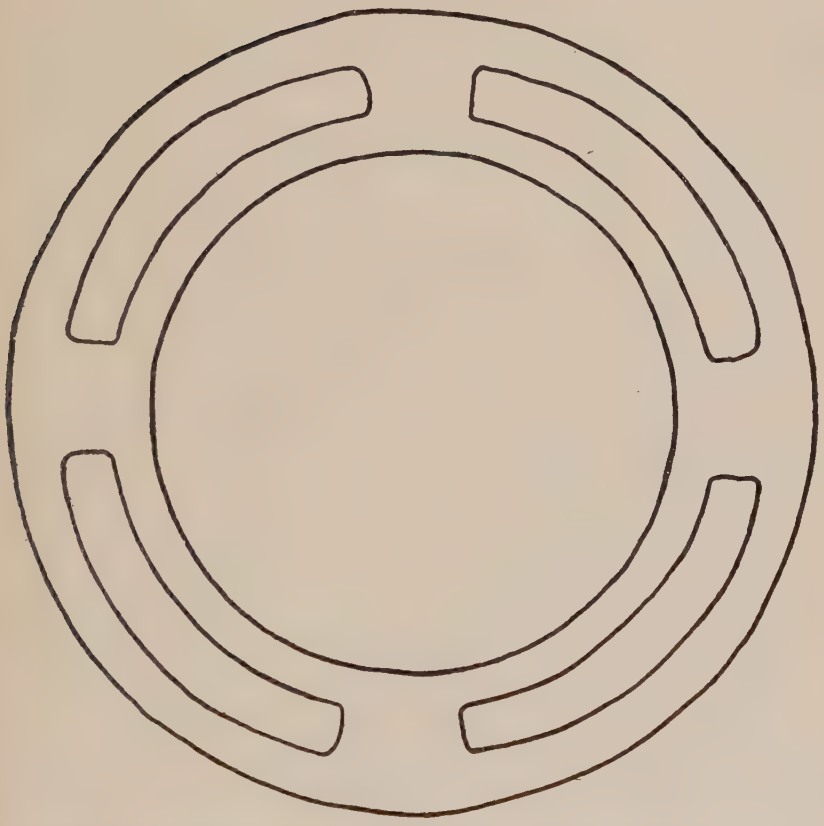


6. Pin Wheel



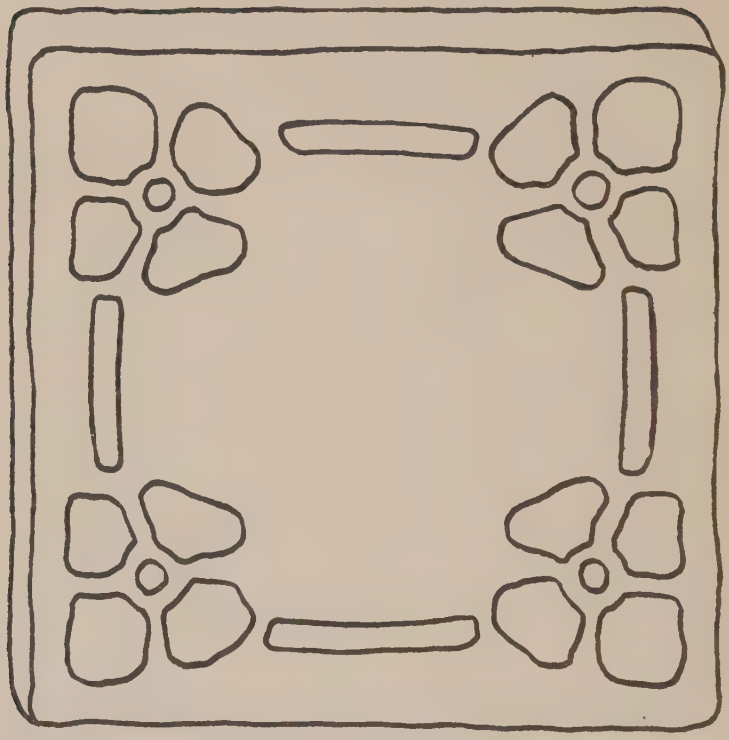


7. Pin Tray or Dish



Mold from modeling clay; paint; and, when dry, cover with one or two coats of shellac.

8. Teapot Stand

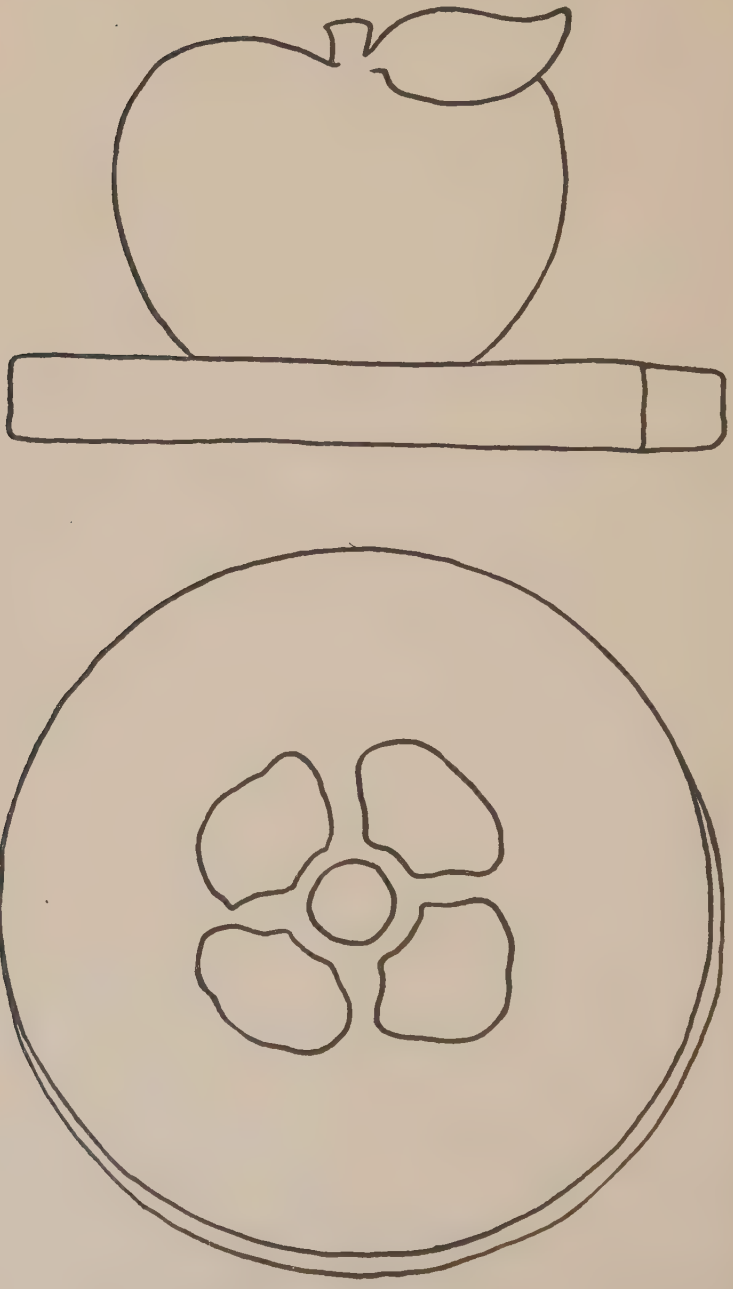


Mold from modeling clay; paint; and, when dry, cover with one or two coats of shellac.

9. Shopping List

Insert small scratch pad inside a cover made of construction paper, to which a design has been applied.

10. Suggestions for Paper Weights

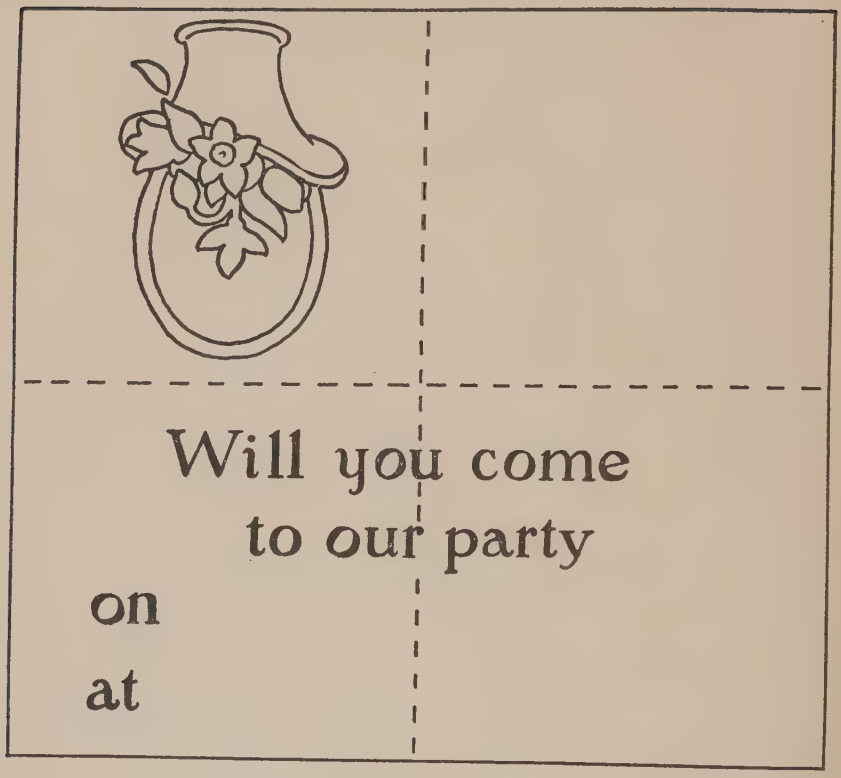


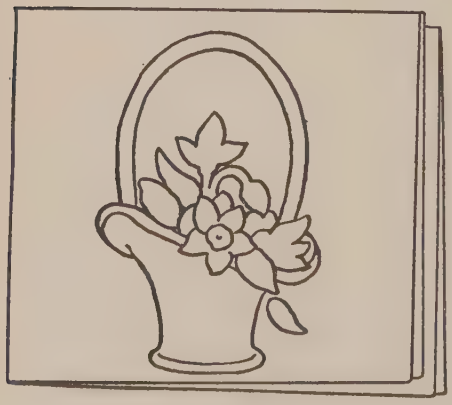
Mold paper weights from modeling clay; paint; and cover the entire weight with one or two coats of shellac.

11. Suggestions for Bookmark

Make from colored construction paper, 2 x 6 inches; cut out butterfly, flower, or animal, and paste to top of strip.

12. Suggestion for Invitations

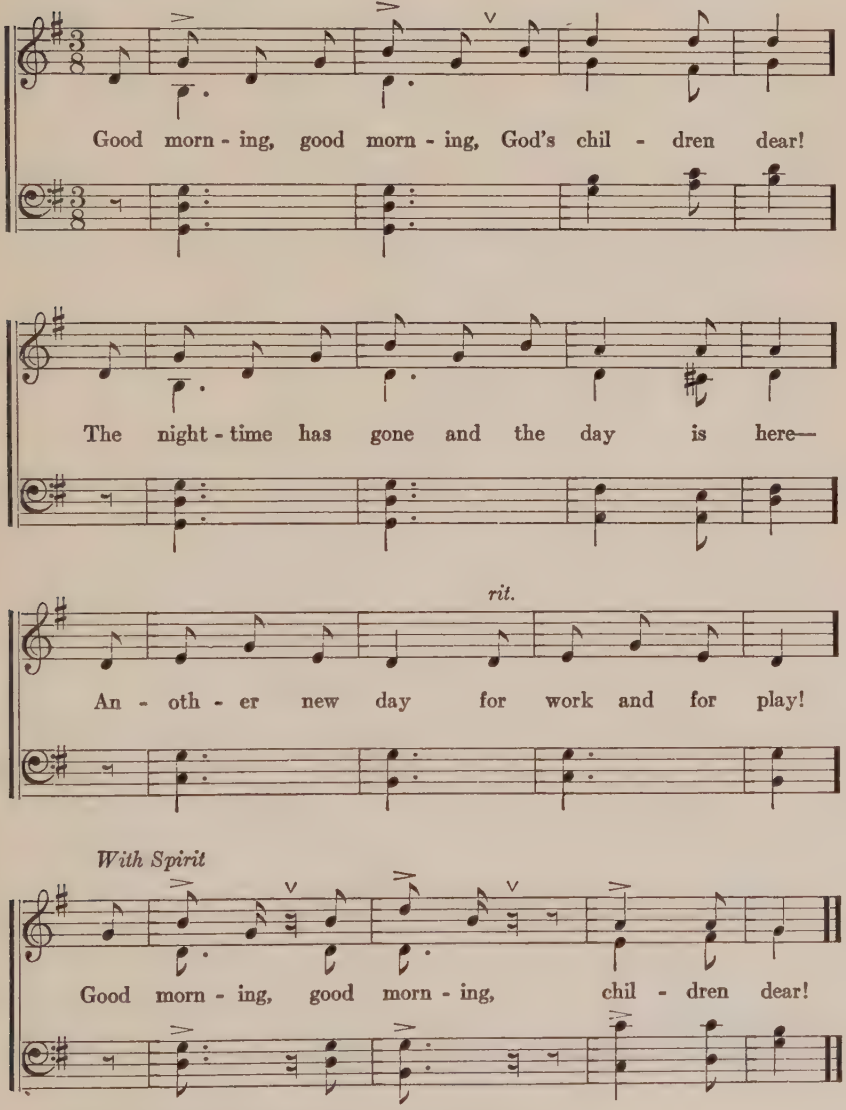




MUSIC SECTION

Good Morning

WILHELMINA D'A. STEPHENS, 1929 — REV. CALVIN W. LAUFER, 1929


Good morn - ing, good morn - ing, God's chil - dren dear!
The night - time has gone and the day is here—
rit.
An - oth - er new day for work and for play!
With Spirit
Good morn - ing, good morn - ing, chil - dren dear!

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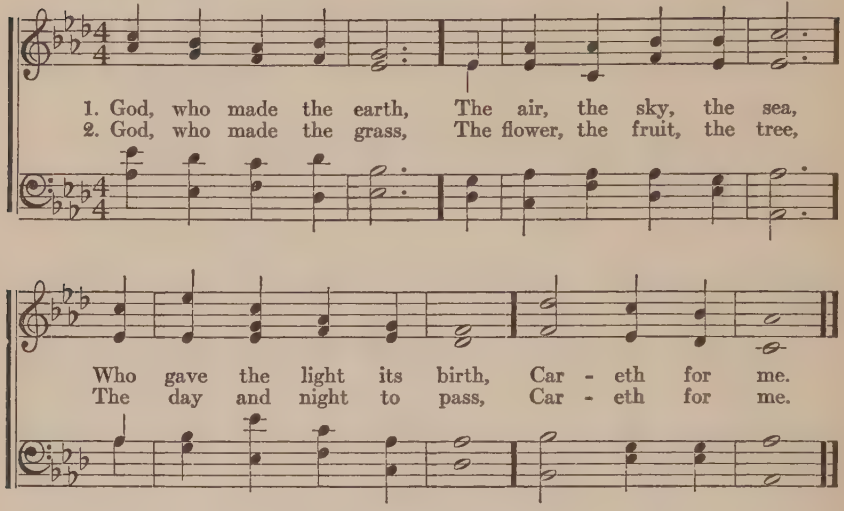
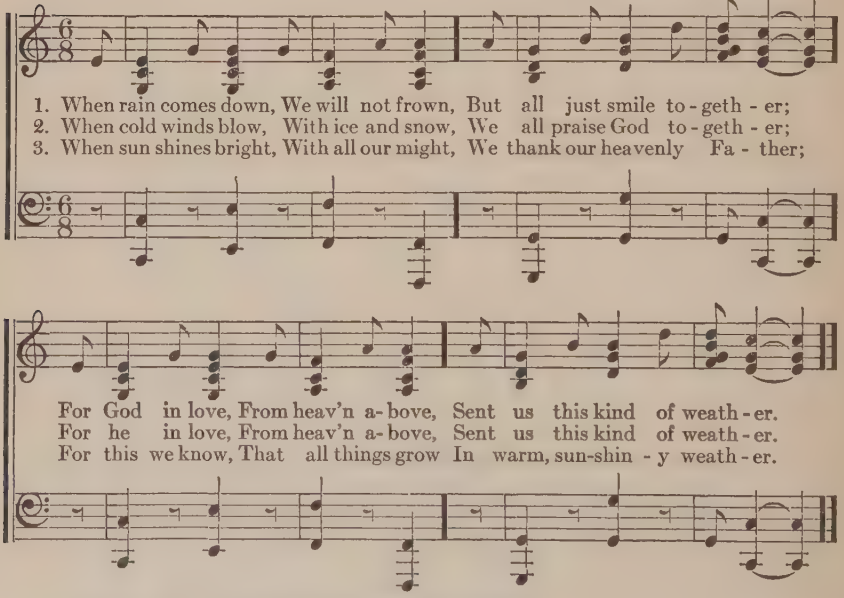
God, Who Made the Earth

MRS. S. B. RHODES — J. BOOTH


1. God, who made the earth, The air, the sky, the sea,
2. God, who made the grass, The flower, the fruit, the tree,
Who gave the light its birth, Car - eth for me.
The day and night to pass, Car - eth for me.

Weather Song

M. B. A. — MARY B. ARCHIBALD


1. When rain comes down, We will not frown, But all just smile to - geth - er;
2. When cold winds blow, With ice and snow, We all praise God to - geth - er;
3. When sun shines bright, With all our might, We thank our heavenly Fa - ther;
For God in love, From heav'n a - bove, Sent us this kind of weath - er.
For he in love, From heav'n a - bove, Sent us this kind of weath - er.
For this we know, That all things grow In warm, sun-shin - y weath - er.

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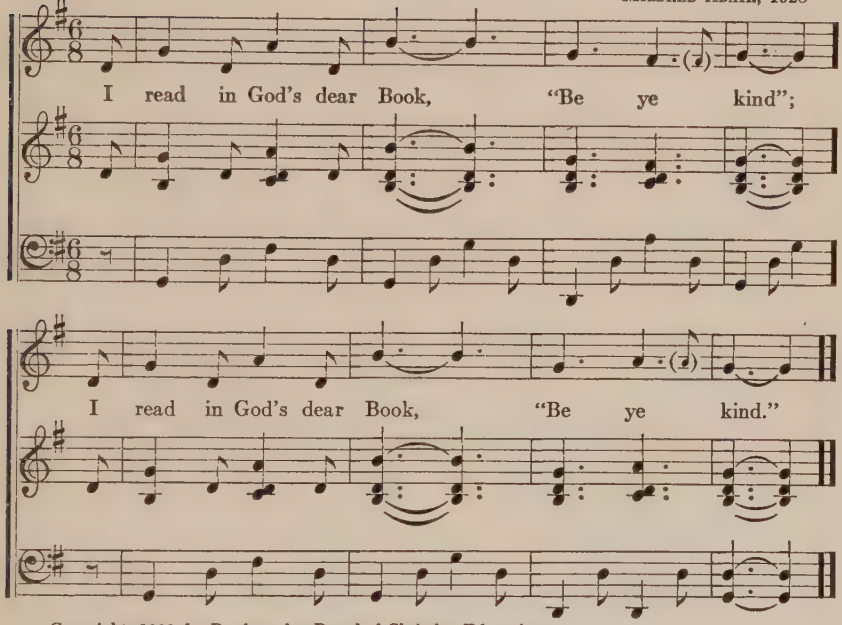
I Read in God's Dear Book

MILDRED ADAIR, 1928



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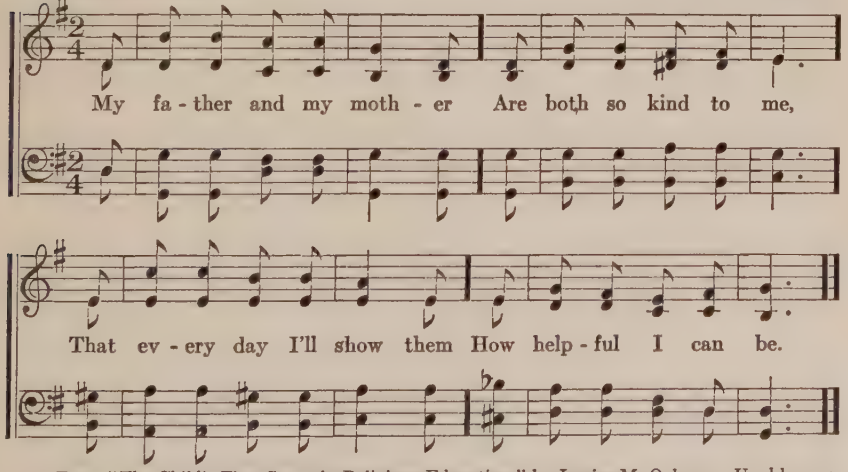
My Father and My Mother

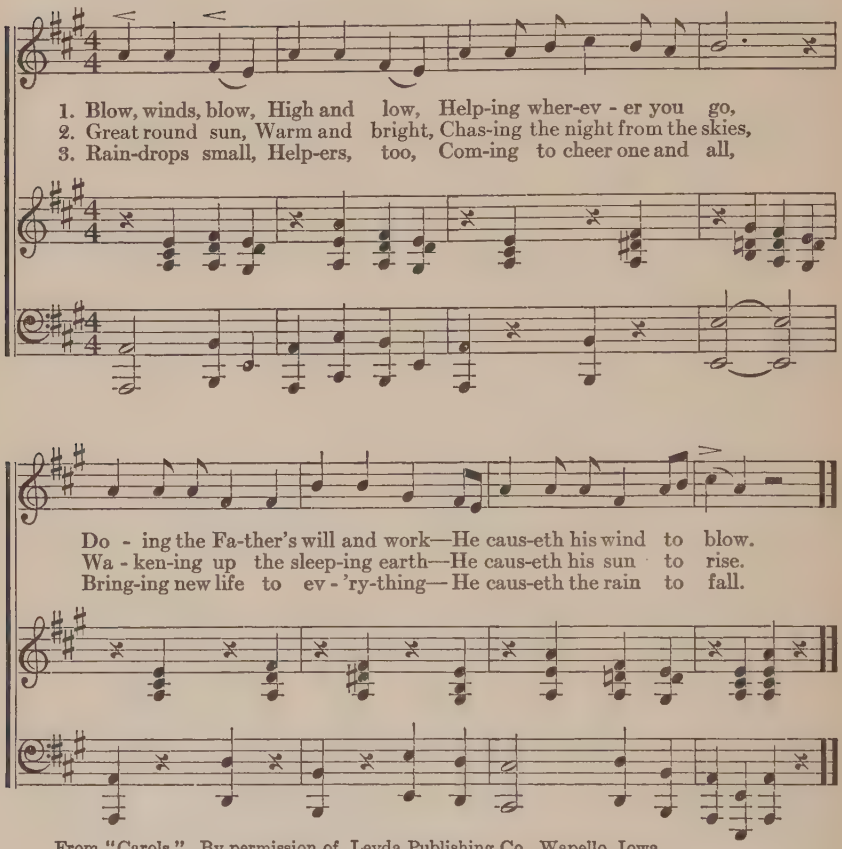
LOUISE M. OGLEVEE WILLIAM G. OGLEVEE



From "The Child's First Songs in Religious Education," by Louise M. Oglevee. Used by permission.

Wind, Sun, and Rain

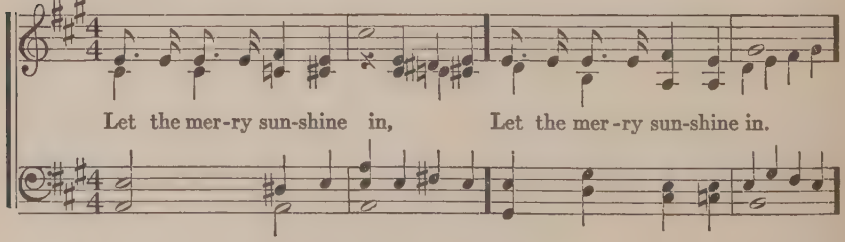
I. F. L. EMMA VIRGINIA MILLER


1. Blow, winds, blow, High and low, Help-ing wher-ev - er you go,
2. Great round sun, Warm and bright, Chas-ing the night from the skies,
3. Rain-drops small, Help-ers, too, Com-ing to cheer one and all,
Do - ing the Fa-ther's will and work—He caus-eth his wind to blow.
Wa - ken-ing up the sleep-ing earth—He caus-eth his sun to rise.
Bring-ing new life to ev - 'ry-thing—He caus-eth the rain to fall.

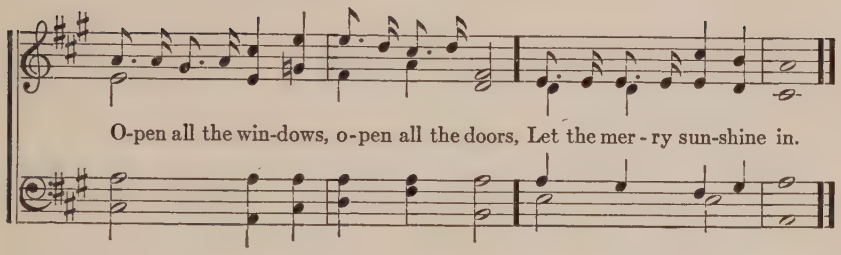
From "Carols." By permission of Leyda Publishing Co., Wapello, Iowa.

Let the Merry Sunshine In

Author Unknown

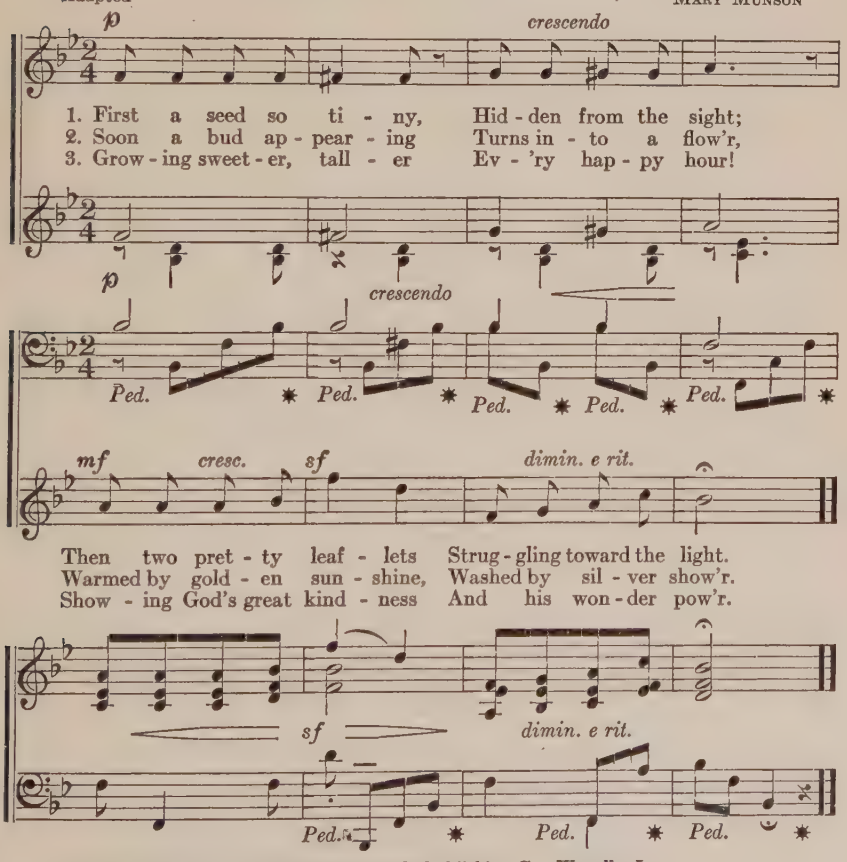


Let the Merry Sunshine In



How Flowers Grow

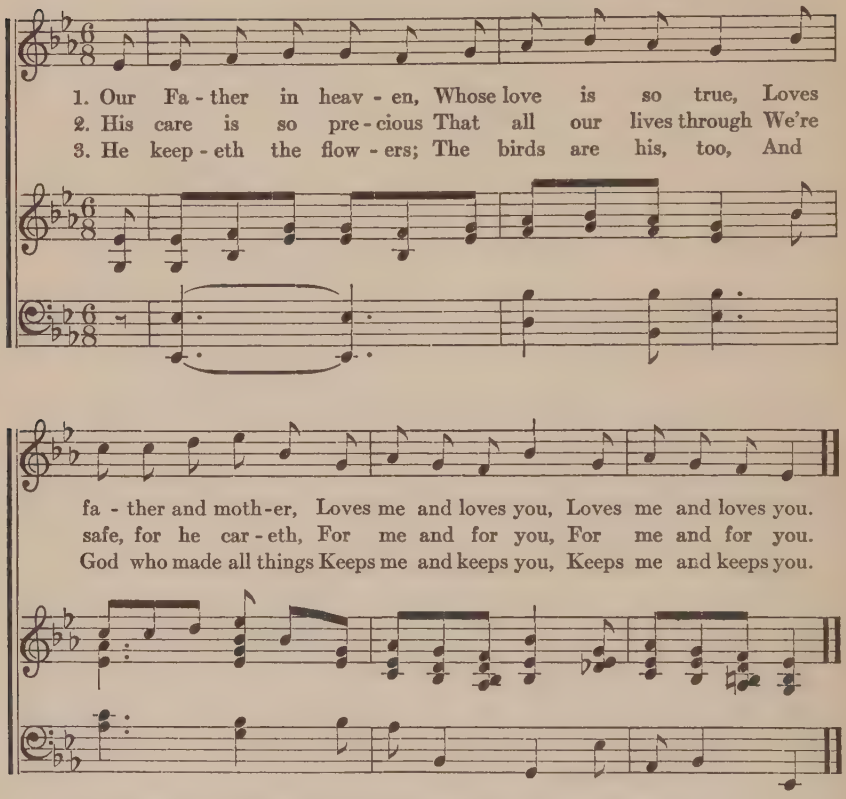
Adapted

MARY MUNSON

p
crescendo
1. First a seed so ti - ny, Hid - den from the sight;
2. Soon a bud ap - pear - ing Turns in - to a flow'r,
3. Grow - ing sweet - er, tall - er Ev - 'ry hap - py hour!
p
crescendo
Ped. * Ped. * Ped. * Ped. * Ped. *
mf cresc. sf dimin. e rit.
Then two pret - ty leaf - lets Strug - gling toward the light.
Warmed by gold - en sun - shine, Washed by sil - ver show'r.
Show - ing God's great kind - ness And his won - der pow'r.
sf
dimin. e rit.
Ped. * Ped. * Ped. *

From "Melodies." By permission of Leyda Publishing Co., Wapello, Iowa.

Our Heavenly Father

M. L. FANNY B. EARLE


1. Our Fa - ther in heav - en, Whose love is so true, Loves
2. His care is so pre - cious That all our lives through We're
3. He keep - eth the flow - ers; The birds are his, too, And
fa - ther and moth - er, Loves me and loves you, Loves me and loves you.
safe, for he car - eth, For me and for you, For me and for you.
God who made all things Keeps me and keeps you, Keeps me and keeps you.

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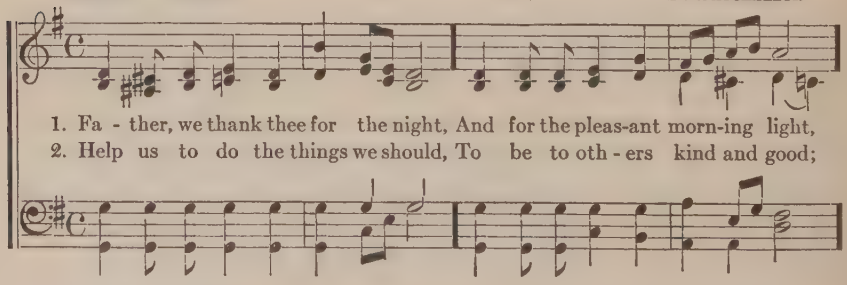
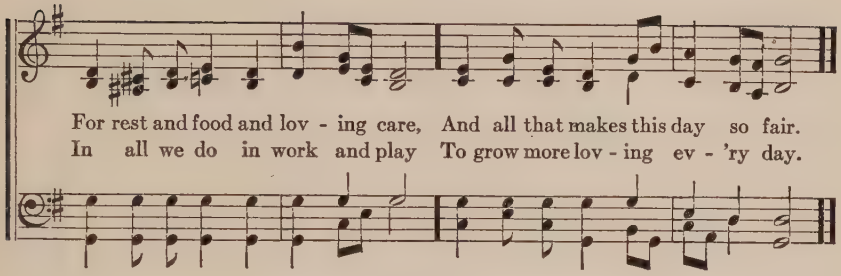
Father, We Thank Thee

REBECCA J. WESTON D. BATCHELLOR

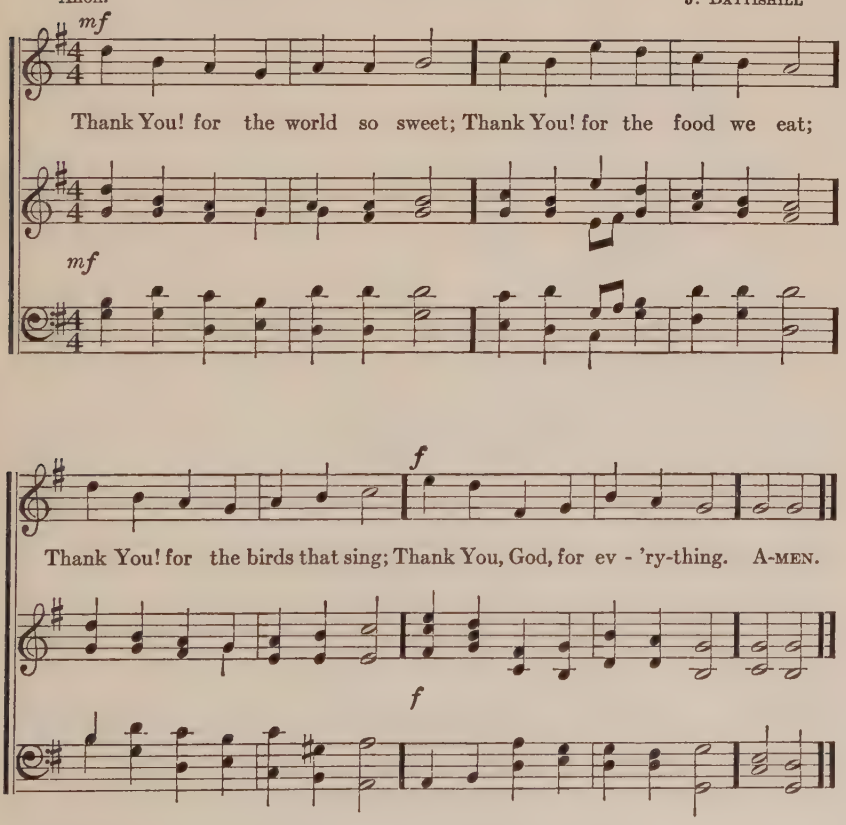

1. Fa - ther, we thank thee for the night, And for the pleas-ant morn-ing light,
2. Help us to do the things we should, To be to oth - ers kind and good;

Father, We Thank Thee


For rest and food and lov - ing care, And all that makes this day so fair.
In all we do in work and play To grow more lov - ing ev - 'ry day.

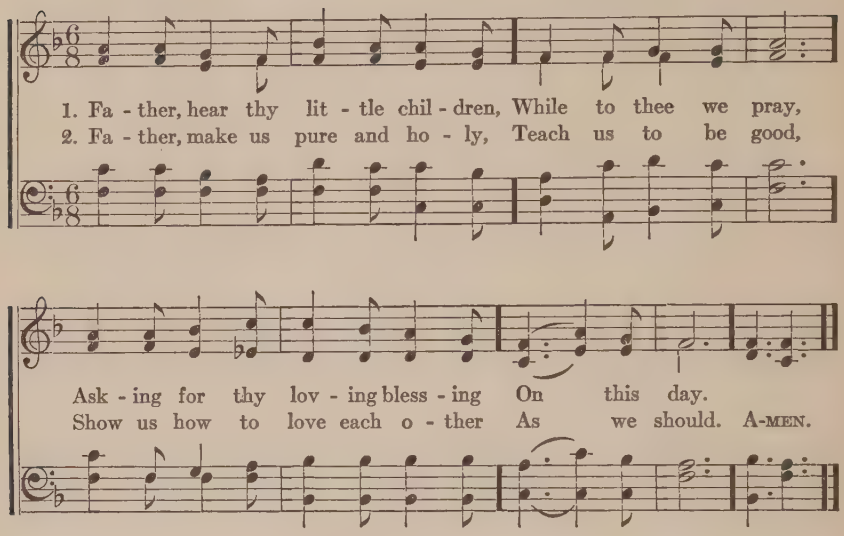
Thank You! for the World So Sweet

Anon. J. Battishill


mf
Thank You! for the world so sweet; Thank You! for the food we eat;
mf
f
Thank You! for the birds that sing; Thank You, God, for ev - 'ry-thing. A-men.
f

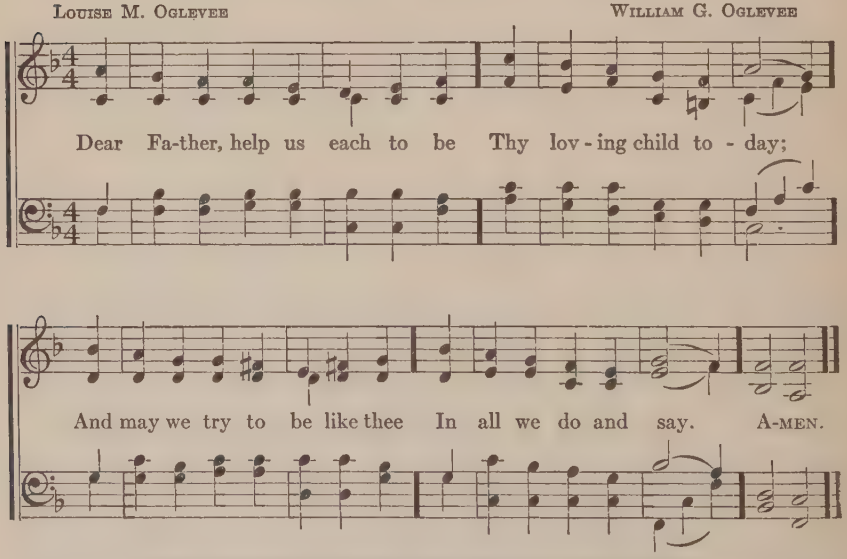
Father, Hear Thy Little Children

ALICE JACKSON — Adapted from S. H. MAUNDER


1. Fa - ther, hear thy lit - tle chil - dren, While to thee we pray,
2. Fa - ther, make us pure and ho - ly, Teach us to be good,
Ask - ing for thy lov - ing bless - ing On this day.
Show us how to love each o - ther As we should. A-MEN.

Dear Father, Help Us Each

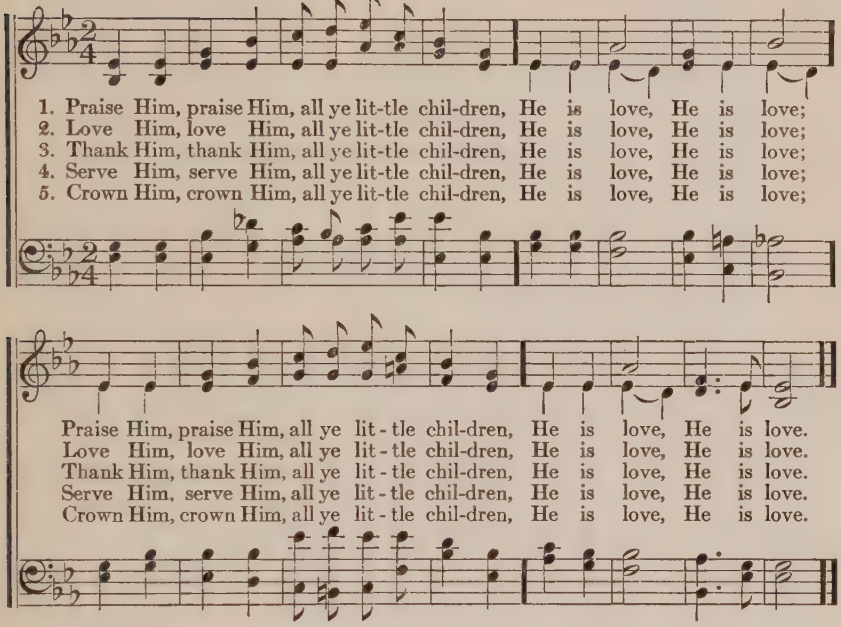
LOUISE M. OGLEVEE — WILLIAM G. OGLEVEE



From "The Child's First Songs in Religious Education," by Louise M. Oglevee. Used by permission.

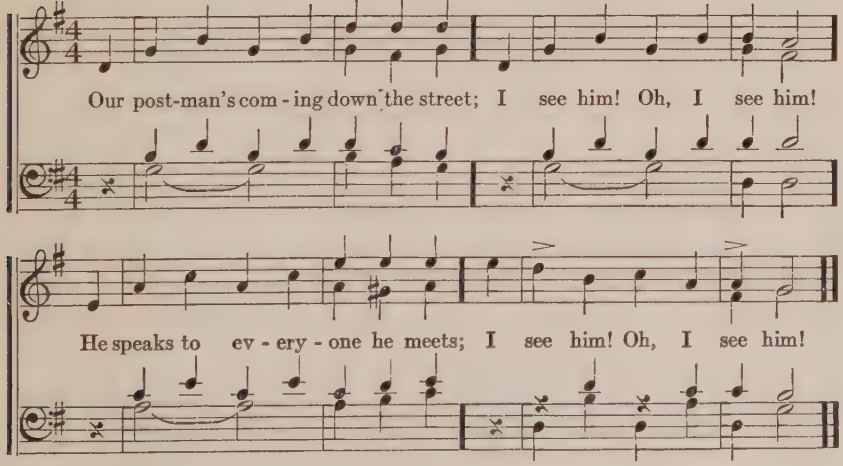
Praise Him, Praise Him

Anon. Anon. Arranged by C. H. L.


1. Praise Him, praise Him, all ye lit-tle chil-dren, He is love, He is love;
2. Love Him, love Him, all ye lit-tle chil-dren, He is love, He is love;
3. Thank Him, thank Him, all ye lit-tle chil-dren, He is love, He is love;
4. Serve Him, serve Him, all ye lit-tle chil-dren, He is love, He is love;
5. Crown Him, crown Him, all ye lit-tle chil-dren, He is love, He is love;
Praise Him, praise Him, all ye lit - tle chil-dren, He is love, He is love.
Love Him, love Him, all ye lit - tle chil-dren, He is love, He is love.
Thank Him, thank Him, all ye lit - tle chil-dren, He is love, He is love.
Serve Him, serve Him, all ye lit - tle chil-dren, He is love, He is love.
Crown Him, crown Him, all ye lit - tle chil-dren, He is love, He is love.

Our Postman

Clara L. White, 1929 Harmonized by Rev. Calvin W. Laufer, 1929



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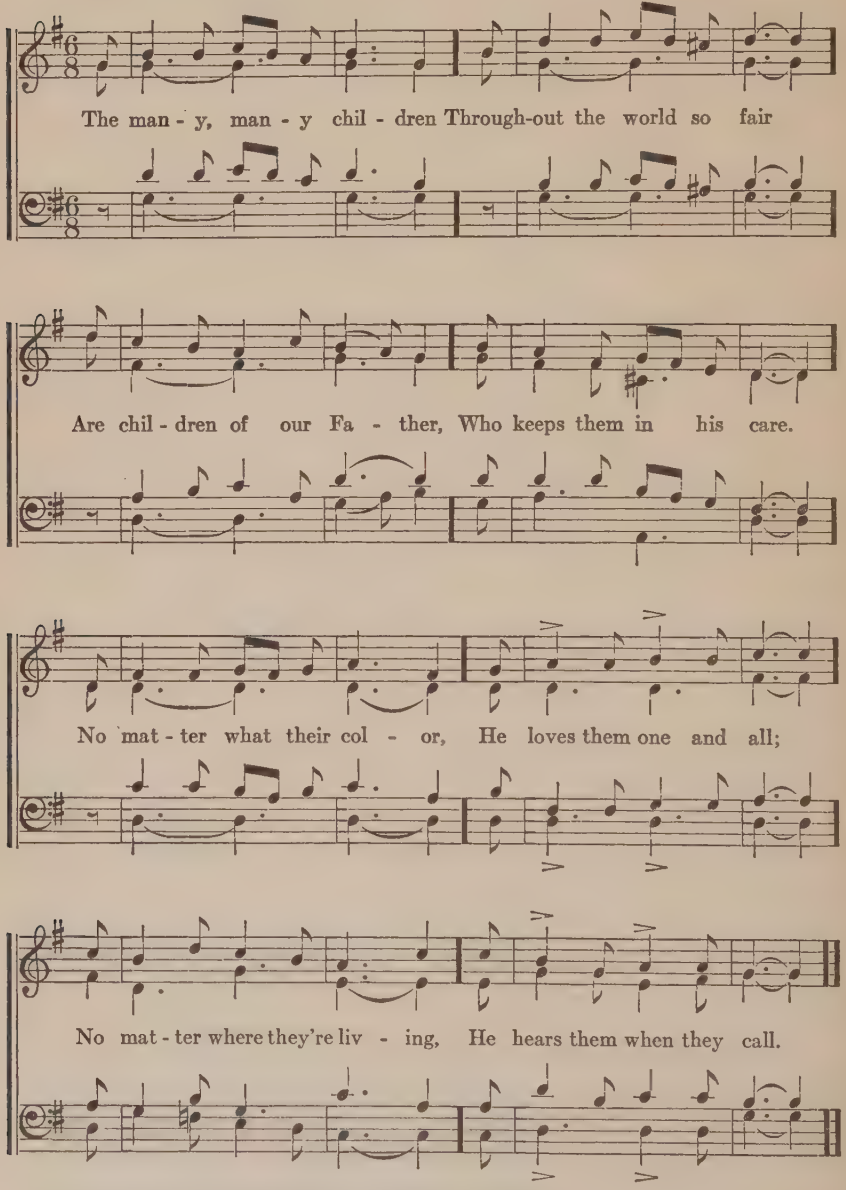
The Many, Many Children

WILHELMINA D'A. STEPHENS, 1929 REV. CALVIN W. LAUFER, 1929


The man - y, man - y chil - dren Through-out the world so fair
Are chil - dren of our Fa - ther, Who keeps them in his care.
No mat - ter what their col - or, He loves them one and all;
No mat - ter where they're liv - ing, He hears them when they call.

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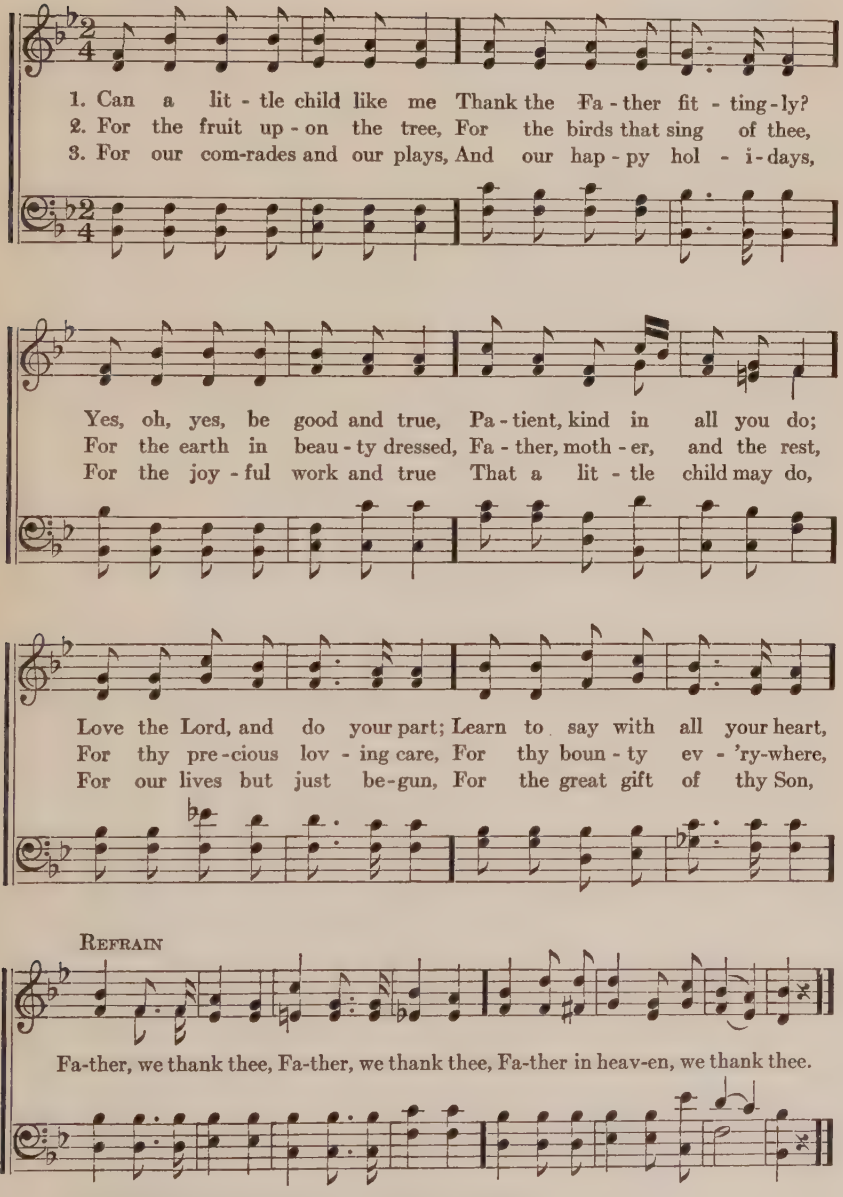
Can a Little Child Like Me

MARY MAPES DODGE W. K. BASSFORD


1. Can a lit - tle child like me Thank the Fa - ther fit - ting - ly?
2. For the fruit up - on the tree, For the birds that sing of thee,
3. For our com-rades and our plays, And our hap - py hol - i - days,
Yes, oh, yes, be good and true, Pa - tient, kind in all you do;
For the earth in beau - ty dressed, Fa - ther, moth - er, and the rest,
For the joy - ful work and true That a lit - tle child may do,
Love the Lord, and do your part; Learn to say with all your heart,
For thy pre - cious lov - ing care, For thy boun - ty ev - 'ry-where,
For our lives but just be-gun, For the great gift of thy Son,
REFRAIN
Fa-ther, we thank thee, Fa-ther, we thank thee, Fa-ther in heav-en, we thank thee.

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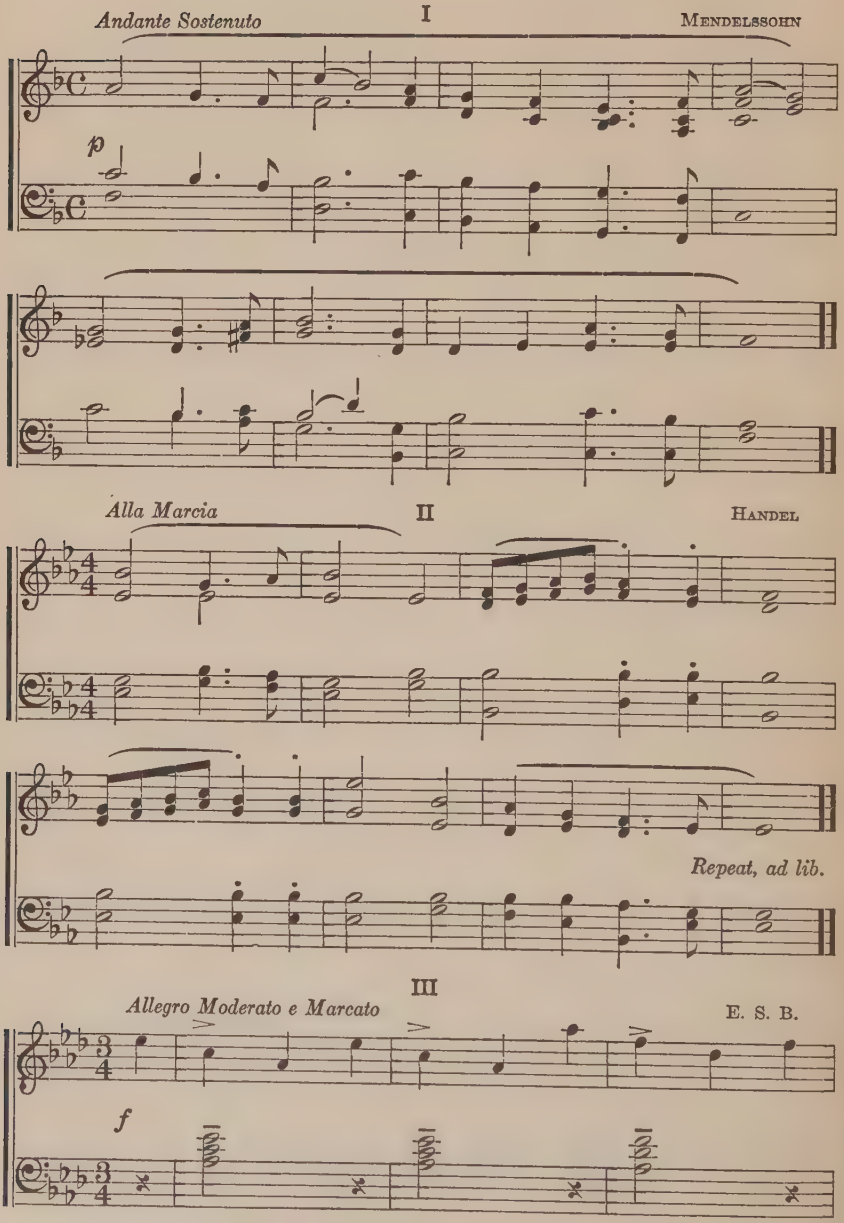
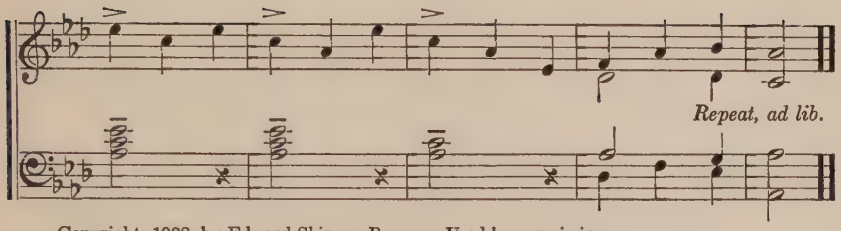
Three Short Interludes



Three Short Interludes



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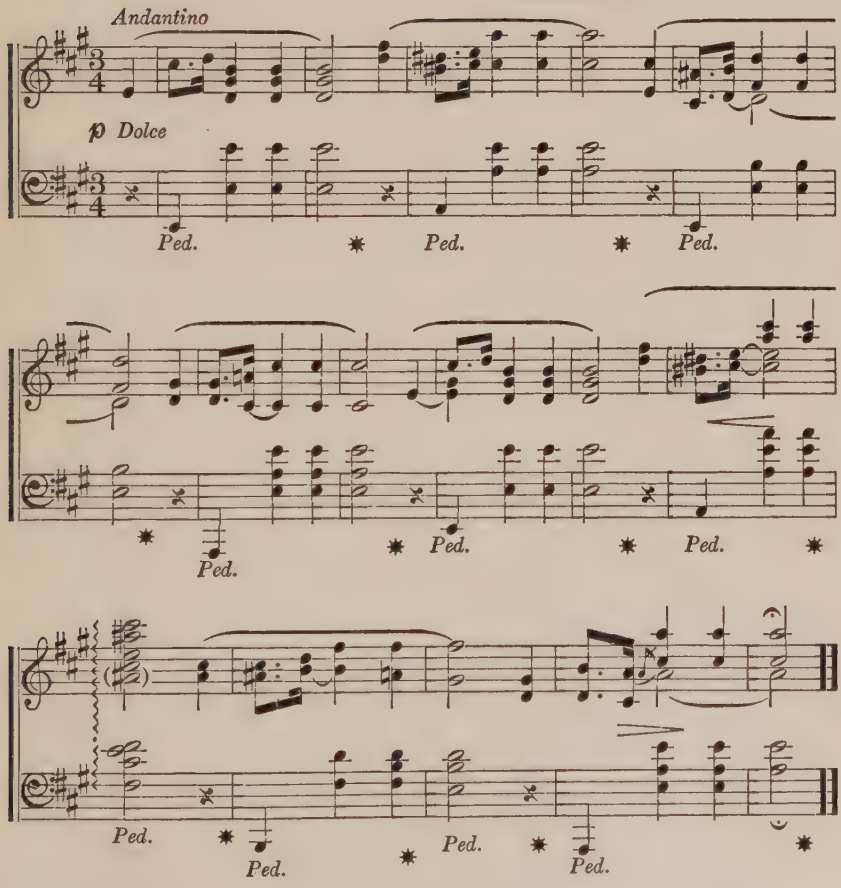
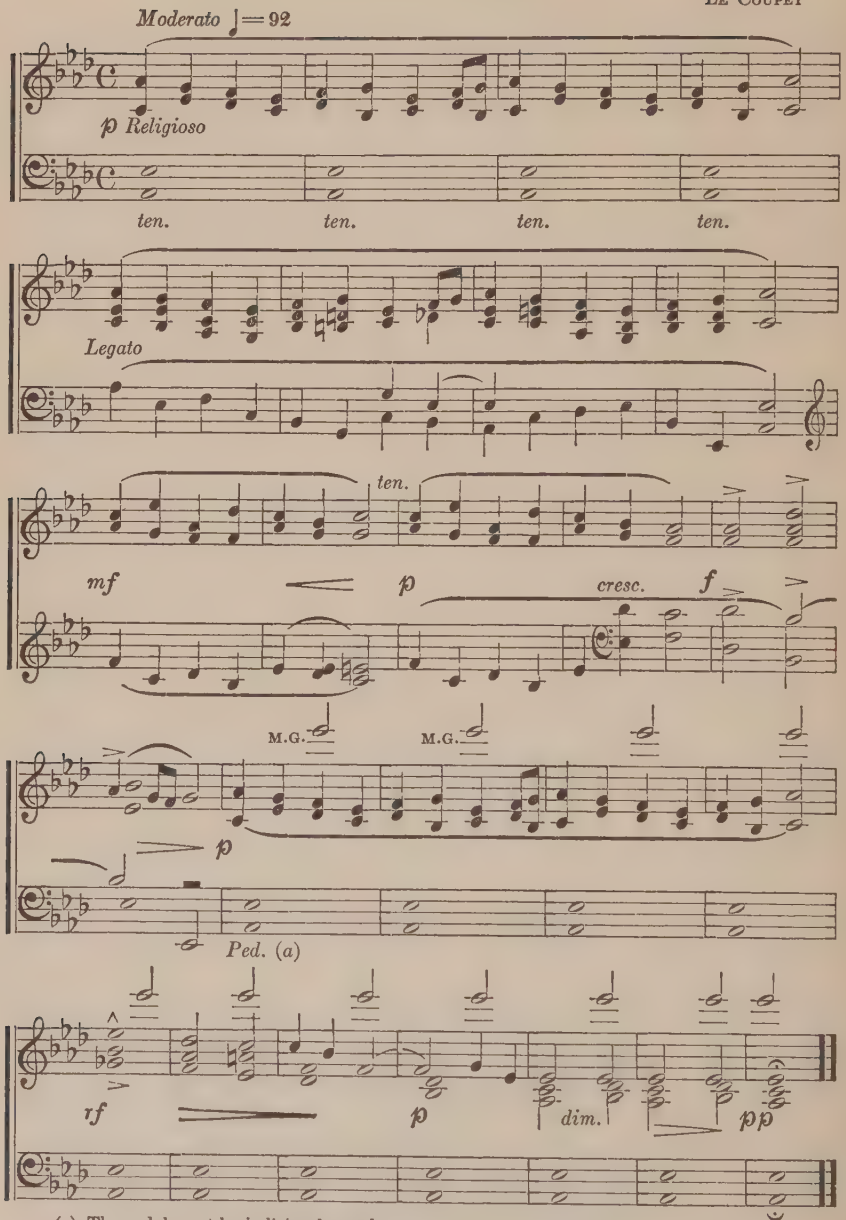
Prelude

FRÉDÉRIC CHOPIN, Opus 28, No. 7



Sabbath Bells

LE COUPEY

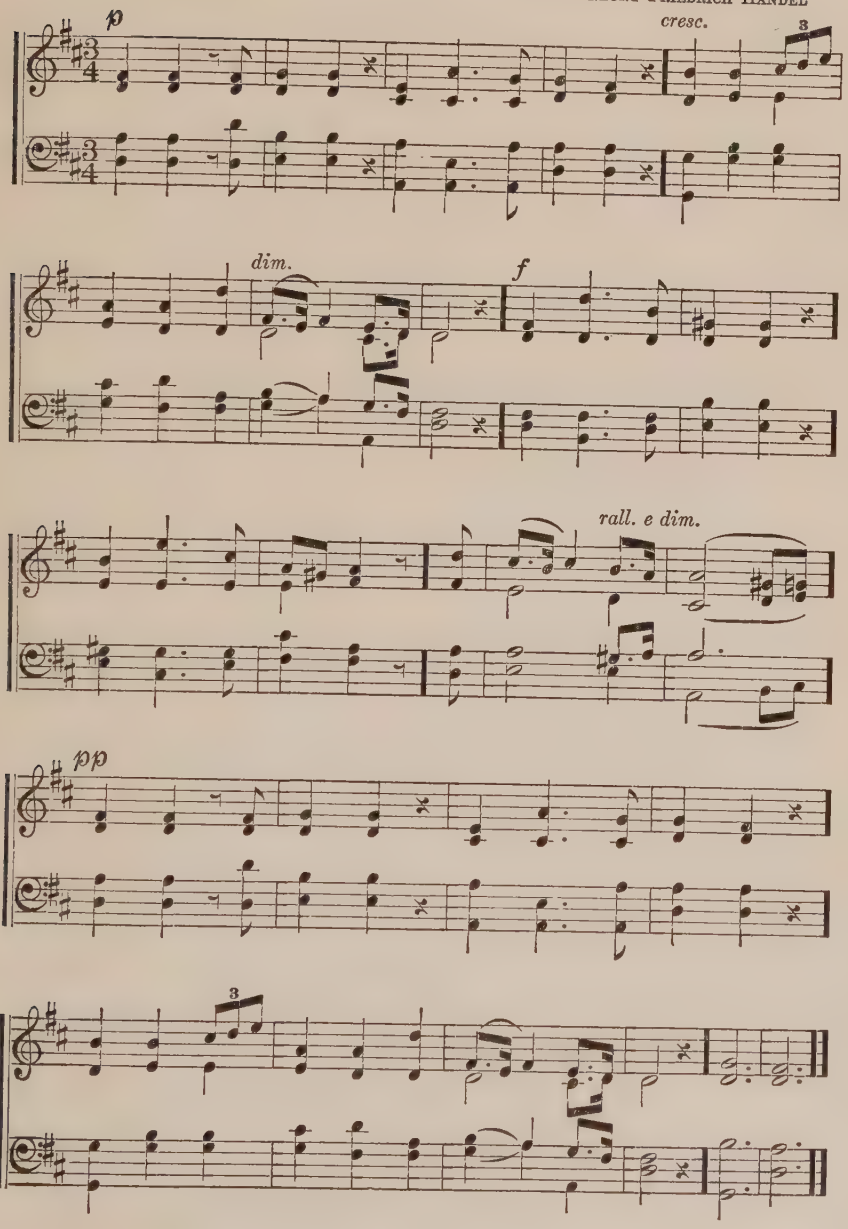


(a) The pedal must be judiciously used.

Taken from "Music for the Child World," by Mari Hofer. Used by permission.

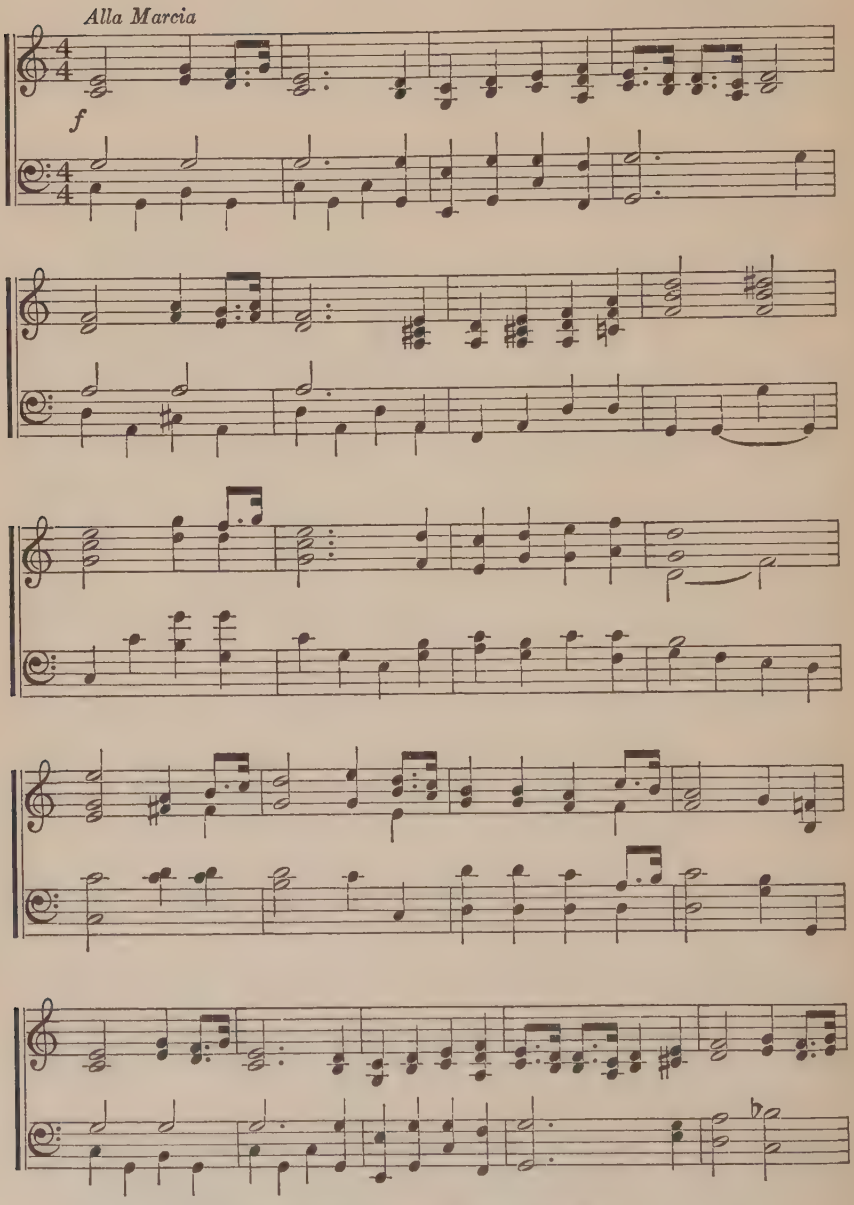
Father, O Hear Us

Arr. from Georg Friedrich Handel



March

EDWARD SHIPPEN BARNES



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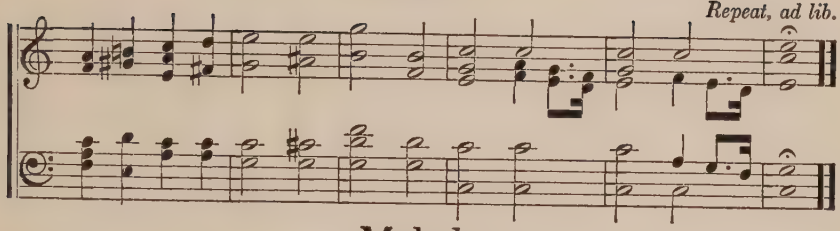
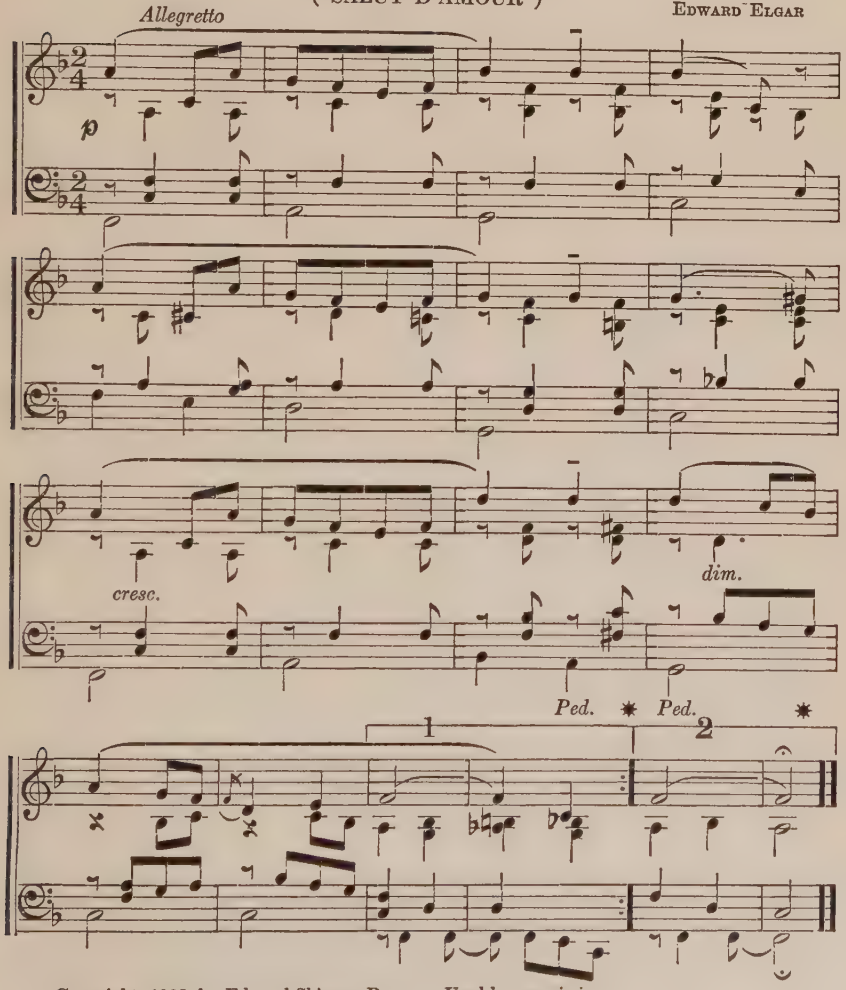
March



Melody

("SALUT D'AMOUR")

EDWARD ELGAR



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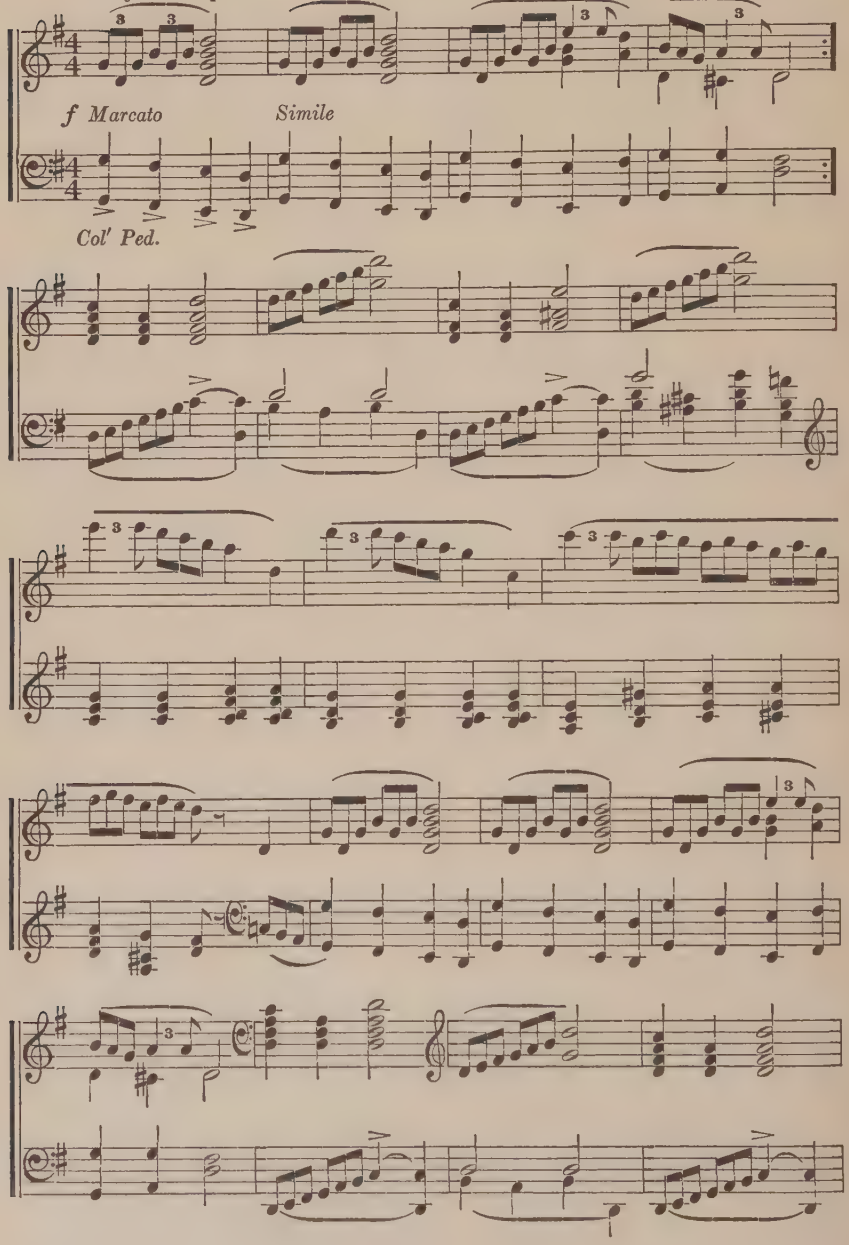
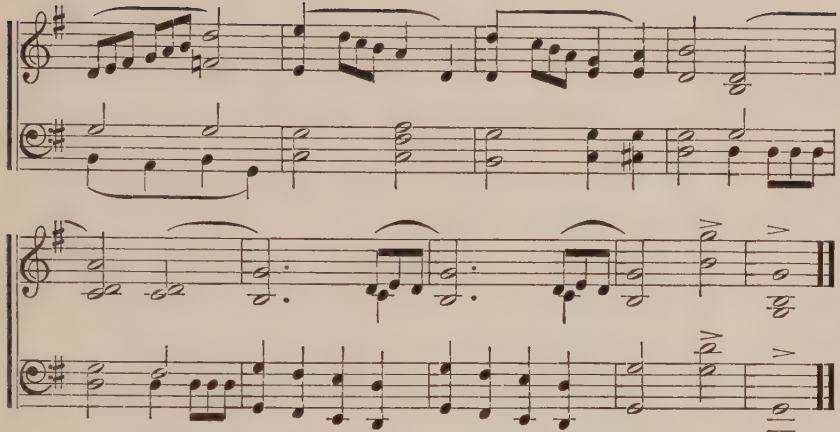
Festival

Allegro con Spirito

EDWARD SHIPPEN BARNES



Festival



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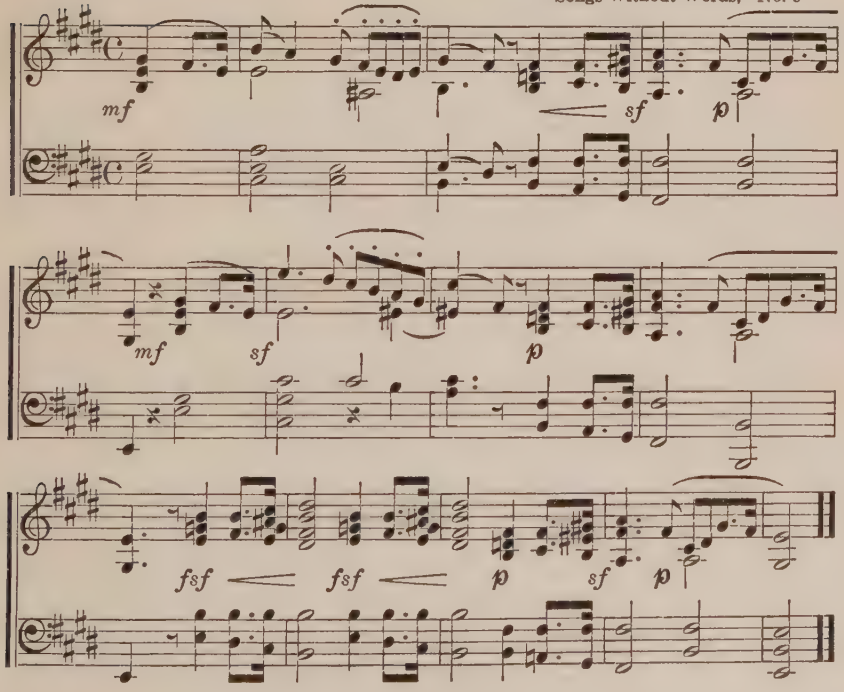
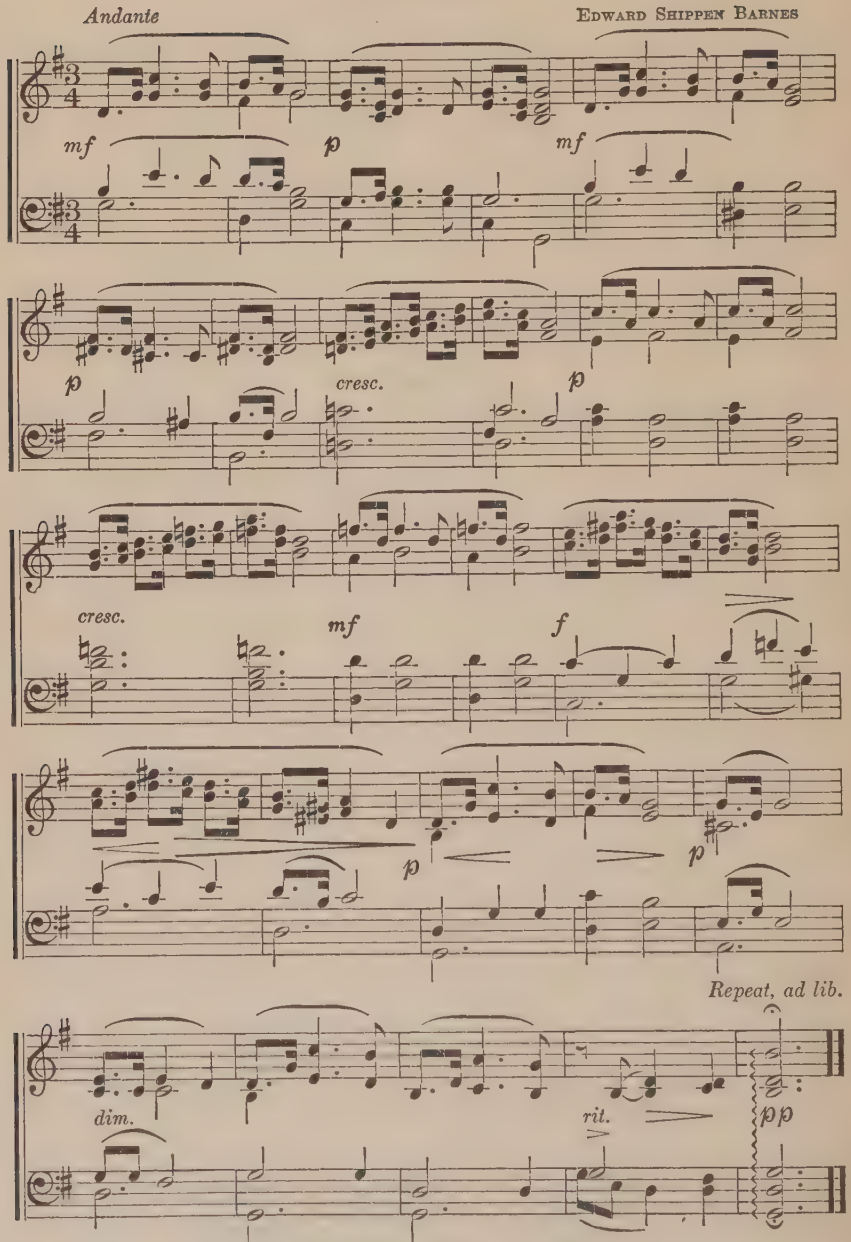
Adagio

Arr. from MENDELSSOHN'S
"Songs Without Words," No. 9



Prelude



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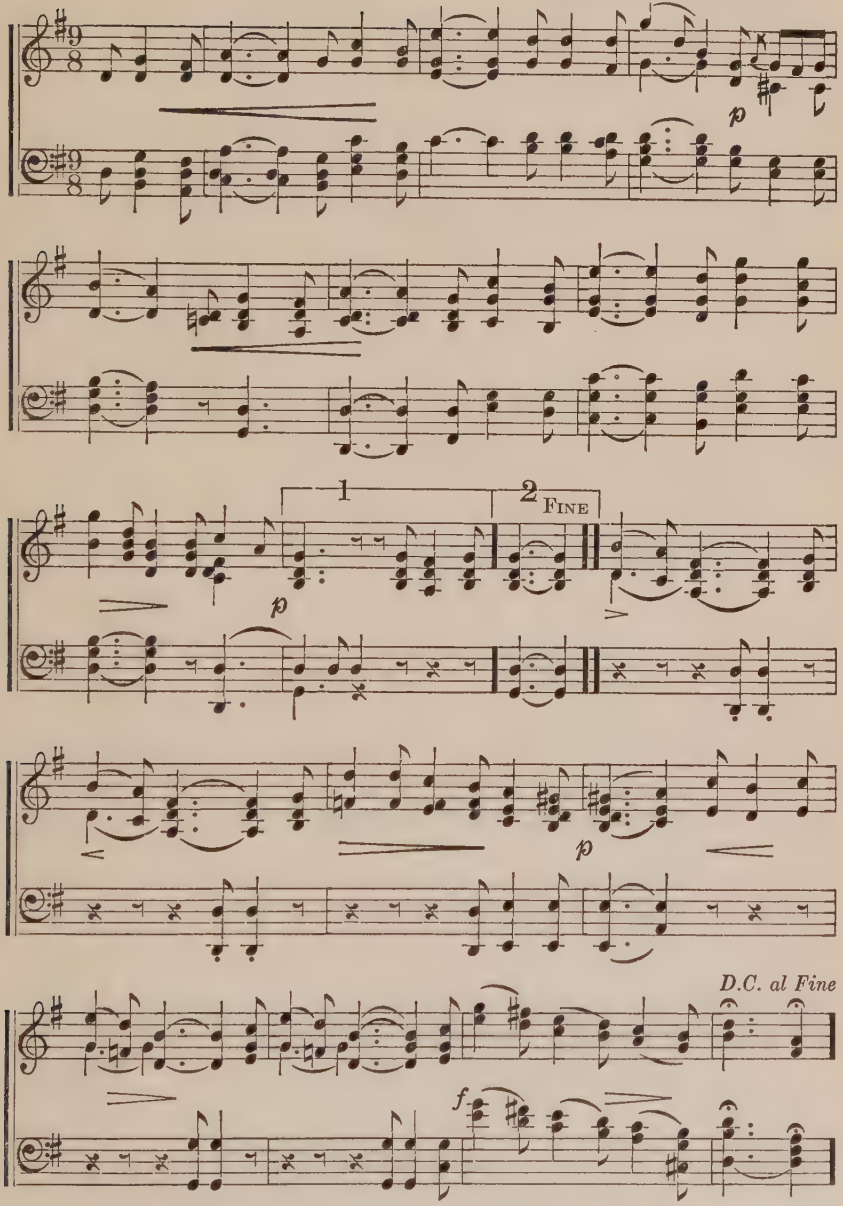
Allegro

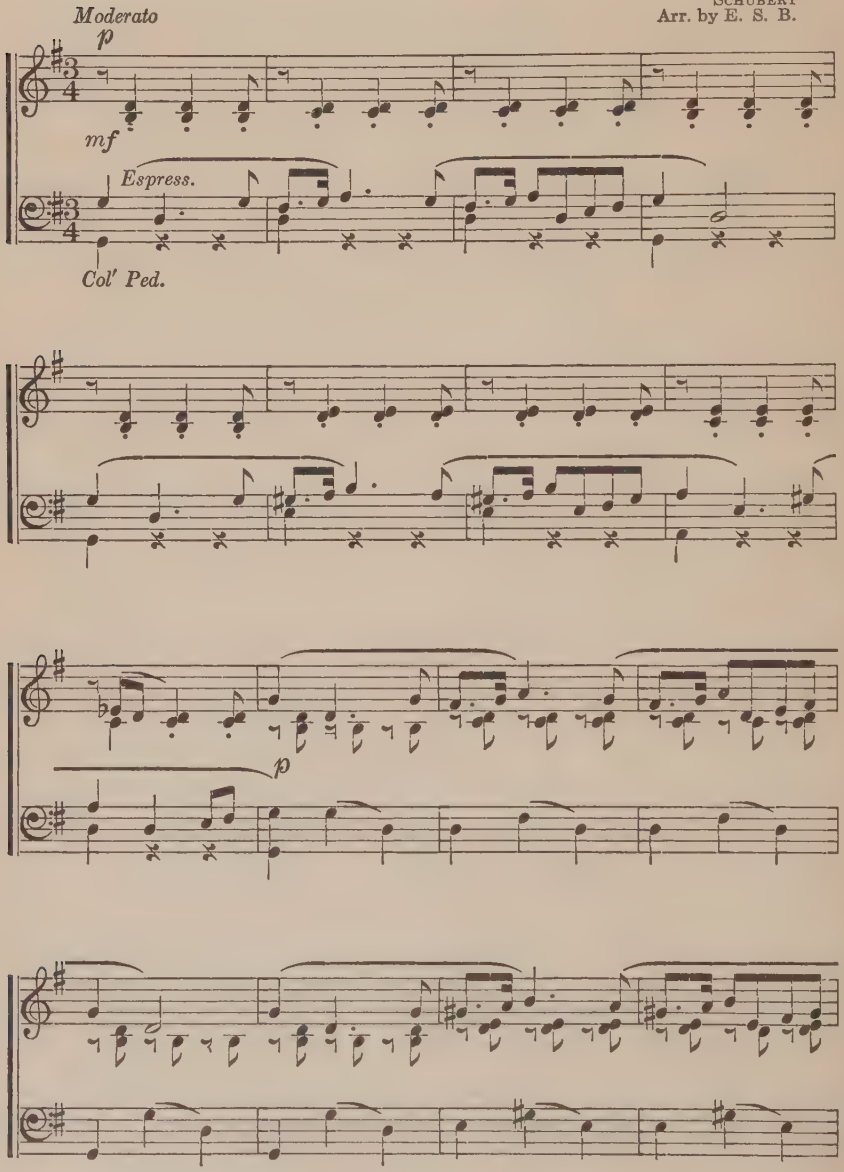
Arr. from MENDELSSOHN'S
"Songs Without Words," No. 28



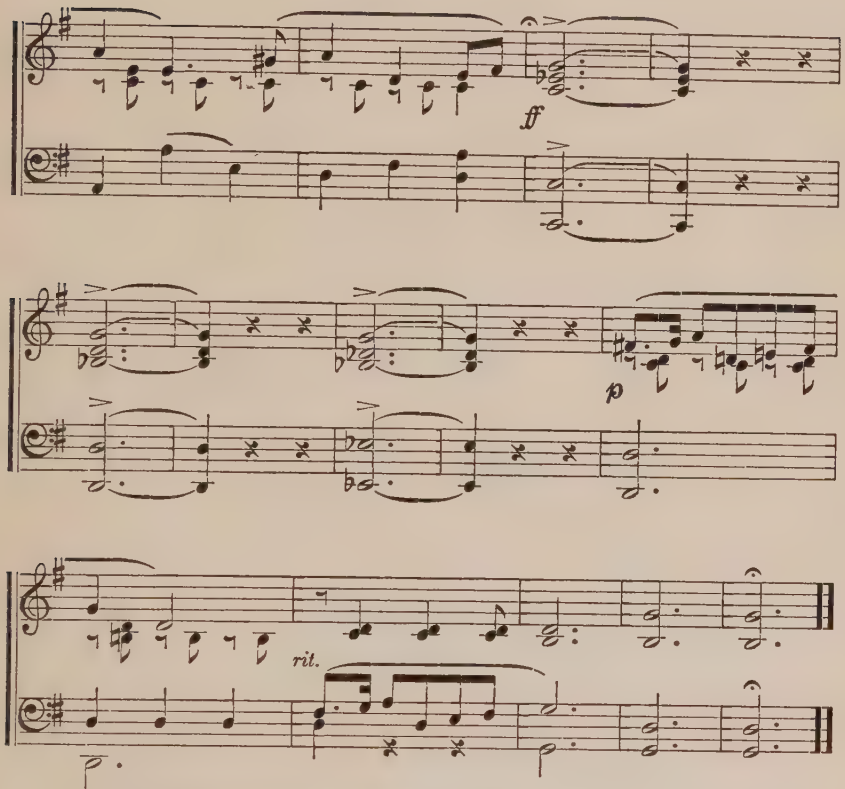
Theme from the "Unfinished Symphony"

(From First Movement, "SYMPHONY IN B MINOR")

SCHUBERT
Arr. by E. S. B.



Theme from the "Unfinished Symphony"



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